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ABSTRACT

One of a series of documents on the evaluation of the National Home Start (NHS) program this third year interim report of case studies describes program efforts and successes with 16 Home Start families throughout the nation. A federally funded demonstration program, NHS is aimed at providing home-based services (such as health, education, nutrition, psychological/social services) to families with preschool children. Brief case studies are presented for one family in each of the following areas: (1) Alabama; (2) Alaska; (3) Arizona; (4) Arkansas; (5) California; (6) Kansas; (7) Massachusetts; (8) Nevada; (9) New York; (10) North Carolina; (11) Ohio; (12) Tennessee; (13) Texas (Houston); (14) Texas (Texas Migrant Council); (15) Utah; and (16) West Virginia. Each of the 16 sections presents demographic information about program participants, staff and resources using tabular statistics and graphs. A brief narrative of individual family accomplishments within the program is presented and the program's operational procedures and methods of dealing with problems are examined. (SE)

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Dr. Esther Kresh, Project Officer

NATIONAL HOME START EVALUATION

Interim Report V:

Case Studies

September 30, 1974

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INTRODUCTION

One of the objectives of the Spring 1974 field visits to the 16 Home Start projects was to collect information to be used for case studies on each of the projects. The case studies included in this volume highlight some real success stories with families and describe project efforts which are making a difference to families, staff, and the community. Another focus of the case studies is a discussion of problems the projects have dealt or are continuing to deal with in their local communities. A brief project update is also included, showing changes in staff composition, project organization, and service delivery since the previous case studies were prepared (Spring 1973). The case studies were specifically designed to portray some of the outstanding accomplishments of the Home Start Program, for policy makers and projects which are considering or planning to start to provide home-based services to families with preschool children.

Prior to the Spring field visit by staff from Abt Associates Inc. and High/Scope Educational Research Foundation[1] project directors, with their staff, were asked to identify one or two families that represented real success stories for their projects. Both the director and the home visitor(s) serving the family were interviewed to obtain narrative information about the family and about the impact the project had on the family. The interviews were followed up by personal visits to the family or a brief telephone interview with the focal parent to find out how she felt about her involvement in the Home Start project. Fictitious names have been used for the success families described in the case studies, while staff are identified by their actual names.

The interviews with the director and home visitor(s), were tape recorded in order to obtain more "live" accounts of the family success story and to

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[1] Nine site visits were made by Abt employees: David Bullis, Robert Fein, Peter Fellenz, Ezra Gottheil, Carol Haflinger Harris, Kathy Kearins Hewett, Marrit Nauta, Wesley Profit, Lorrie Stuart; the other site visits were made by staff from High/Scope: Dennis Deloria, Leigh Goedinghaus, John Love.

enable the use of direct quotes in the case study. Tapes and interview notes of field staff were forwarded to a professional writer/editor, Chris H. Jerome, who used these materials in the preparation of a "journalistic" account of project achievements, problems, and changes in project organization. The draft case studies were then sent to the local Home Start projects for comments and review. The data collection instruments which were used during the Spring 1974 can be found in the Program Analysis: Instruments volume (page 6-38).

Background. The case studies included in this volume are the fourth in a series. During the first visits to the local projects in May of 1972, field staff documented start-up operations, such as project organization, policy making, staff recruitment and training, and family enrollment. Field staff also sought to identify the goals and objectives which projects had set for themselves in early weeks of operation. Objectives, many unique to start-up operations, for the service components (health, education, nutrition, psychological/social services) were termed "preliminary objectives" as many were written before families were actually recruited for the project.

The second set of case studies, based on data collected during the Fall of 1972, described successes and/or problems projects had in reaching the preliminary objectives. In order to compare project goals and objectives with services provided, Home Start project staff were asked to complete a needs assessment for each family enrolled in the project. The needs assessment was intended for use by projects in refining their preliminary objectives and in setting project priorities.

The third set of case studies, prepared following the Spring 1973 field visits to each of the local projects, summarized the first two case studies with a brief update regarding changes in project organization, staffing, and service delivery.

PROJECT HOME START

Huntsville, Alabama

Case Study

Spring, 1974

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IN BRIEF

Huntsville, Alabama
Spring, 1974

PROGRAM: Predominantly rural although some families reside in metro areas.

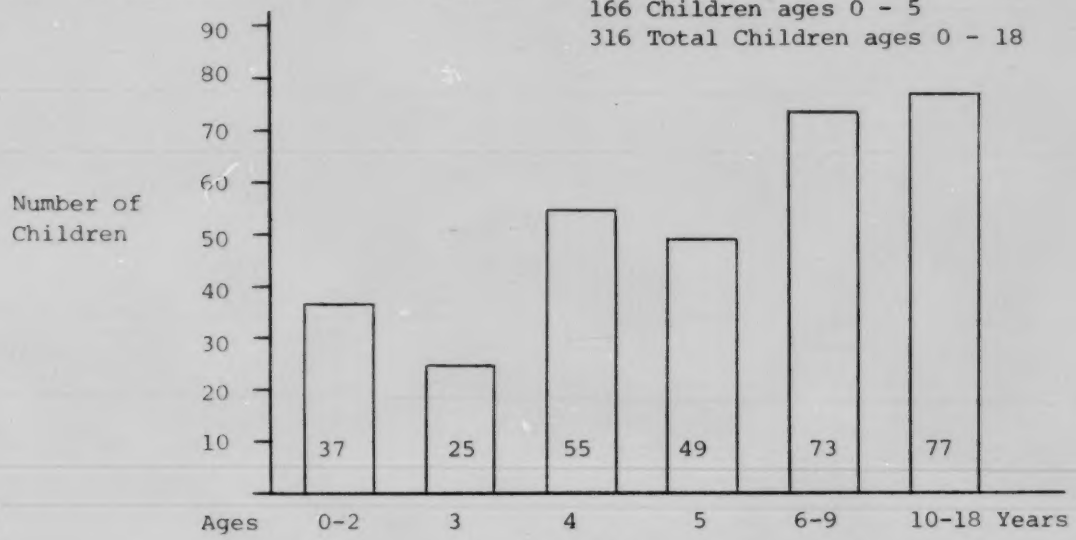
SPONSOR: Delegate - GOP of Alabama Regional Council of Governments

START UP: June 1972

HOURS: Monday through Friday 8:00 a.m. - 4:30 p.m.

ENROLLMENT: 83 Families[1]

CHILDREN: 129 Focal Children[2] ages 3 - 5
166 Children ages 0 - 5
316 Total Children ages 0 - 18



STAFF:

Full Time: 11

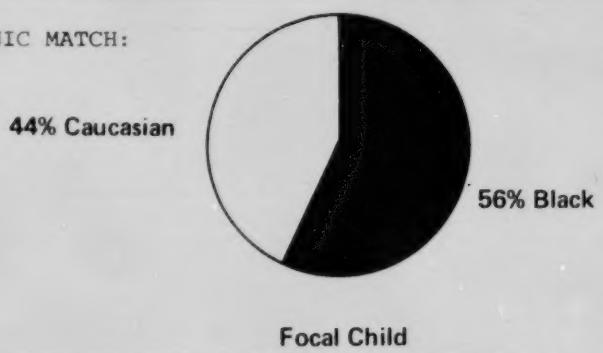
Positions: Executive Director*, Human Resources Director*, Program Coordinator, Head Teacher/Nutritionist, Associate Teacher (2), Home Visitor (6), Secretary

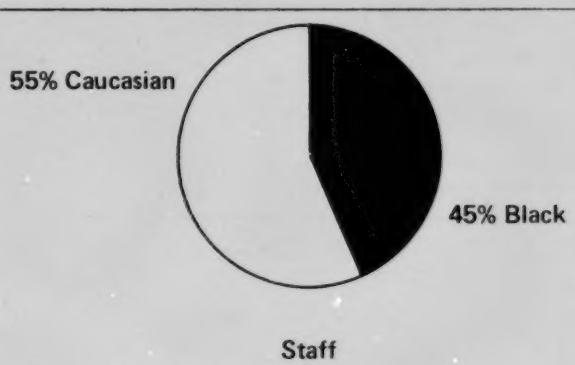
* Not paid by Home Start

Age of Staff:

Under 20	-
21 - 30	9
31 - 40	2
41 - 50	-
51 +	-

ETHNIC MATCH:





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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	83
Total Focal Parents[1]	104
Female Focal Parents	97
Male Focal Parents	7

Age of Focal Parents	
Under 20 Years	1
21 - 30	60
31 - 40	24
41 - 50	12
51 +	7

Employment

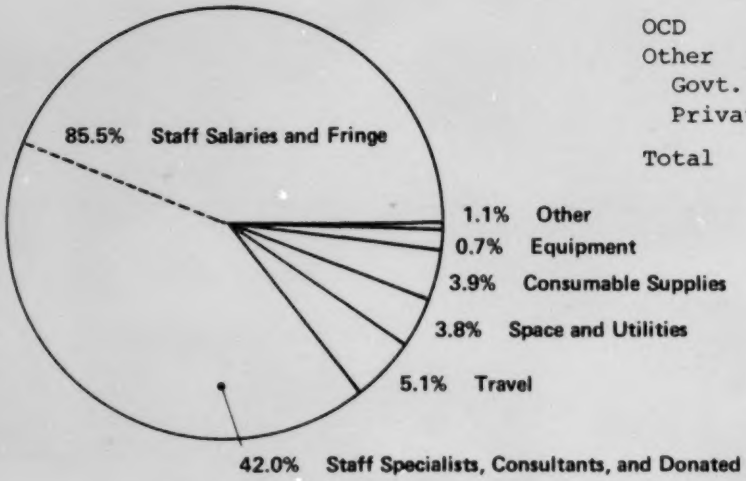
Families with one or more parents employed: 93%

Regular Work: 53% Part Time Work: 22% Seasonal Work: 18%

Annual Family Income

Non-Farm		Farm
36%	Under $2,000	--
31%	$2,000 - $4,000	--
33%	$4,001 - $6,000	--
--	$6,001 - $8,000	--
--	$8,001 - $10,000	--

RESOURCE USE[2]



Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$69,668	(71%)
Other		
Govt. Agency	15,738	(16%)
Private	13,128	(13%)
Total	$98,534	(100%)

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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

ALABAMA HOME START

THE LANDRY FAMILY

Elizabeth Kelley doesn't always get a warm welcome in Madison County where she recruits and visits families for Home Start. One white family wouldn't let her inside their home until it got too cold to sit on the porch, and on another occasion threatened to blow her brains out if she didn't leave. She left, returned right on schedule the following week, and has helped this family make real progress ever since.

Elizabeth gets things done, and, as she says, "I don't bite my tongue." Sarah Landry, who has seven children, can attest to that. When Elizabeth started her calls in September 1972, Sarah was reluctant to try teaching Janie (four years) and Billy (three). "Well Miss Kelley," she'd sigh, "I'll try, but I'm just not good with this kind of stuff." "Well, you try," Elizabeth would insist, and each time she'd insist a little louder. After several months with little progress, Elizabeth lowered the boom. "Mrs. Landry, Janie's a very beautiful little girl, but do you know she's the only little girl in my class that doesn't know any of her alphabet? I just don't think you've been working with her. She's quiet, she won't talk to me, and she just won't do anything. I think it's because you haven't been reinforcing me."

Sarah was still not ready to try, and lashed out, "I don't want you to come anymore. I'm tired of you coming and I'll be glad when Billy and Janie are out of school." Elizabeth's response was just as direct. "Whether you have a Home Visitor next year or not, we're going to watch these children all through high school, and I'm not going to stand for any dropouts or bad grades. You might as well get with it while you have a chance. You know, Mrs. Landry, Janie's pretty, but Janie's dumb ... Now, next week when I come, you have these shapes cut out and in different colors. Have some capital letters made so Janie can trace them, and we're going to do this thing together. We're starting with the letter S."

Elizabeth's shock tactics worked. ("Do you know," she told us, "Janie's been on like a light ever since, and so has Mrs. Landry.") Next visit, Sarah and Elizabeth sat outside and worked through the lesson, and Sarah enjoyed herself. She found what she could do, and Elizabeth glows when she describes what her visits are like now. "Mrs. Landry's begun working with the lesson plans. When I get there now, it's 'Miss Kelley, I've done this-and-so, what do you think of it? Janie, show Miss Kelley how you can do this ...'" Sarah started coming to the center in town to help Elizabeth out, and even taught a class for her. Once she overcame her self-consciousness, she became a natural leader.

When a tornado destroyed their home in April, the Landrys barely escaped with their lives, and all of them were burned in the process. The resourcefulness of the parents saved the children's lives. As the tornado struck, they hastily gathered up the children and sheltered with them under the kitchen table as their home was blown apart. By mid-morning of the next day, the Landrys, on their own initiative, had contacted the Community Action Agency and other community resources for disaster assistance. Elizabeth helped them sift through the ruins of their home and reassured Sarah: "Everyone's going to be so good to you. Every time something like this happens, your blessings are doubled." Though Sarah was desolate when, in borrowed clothes, they moved to a run-down house "in the middle of nowhere." she has pulled the family together and set up a new household. Once she learned about the services her community had to offer, she's been using them on her own to help her children. Two weeks after the tornado, Sarah, with two other parents, presided over a Home Start fashion and talent show they had organized together. She made a long dress for her daughter for the occasion.

"One of the most beautiful things happened to me last week," Elizabeth told us. Mr. Landry, who hadn't really been involved in her efforts, was watching Elizabeth help Janie learn her part in a Home Start play. When Janie spoke her line softly, Mr. Landry couldn't resist. "Janie, I know you can say it louder than that -- <u>come on, T is for our field trips that are so much fun!</u>.

Looking back on her experience with the Landrys, Elizabeth reflects, "Your child is kind of like the cedar block I had for a chair when I was young -- your possessions are precious to you, that's what makes you feel important, no matter what it is. For someone to say, 'That wood block is terrible' -- or that child -- that hits right where you want it to. Then if someone tells you you can work with this child and change it and make it better, then you're gonna do that. I think too that I'm important to Sarah because people want each other's approval. Just as I'd want Dr. Jhin to say I'm doing a good job, I think Sarah'd like for Miss Kelley to say she's done a good job." Sarah has done a good job, according to Program Coordinator Paulette Spicer. She's a leader in her parent group, has helped organize and run Home Start projects, and is, above all, an excellent teacher. Says Paulette, "She is such a beautiful example of what parents can be for their families and for their children."

THE ALABAMA PROGRAM

In speaking with Home Start staff, we found it very difficult to pick only one family's story because so many of the program's recipients have made dramatic improvements in their lives. People in this region are often desparately in need of help, and Home Start's staff are genuinely sympathetic, caring people. Although Visitors perform many of the functions of social service caseworkers by connecting families up with local resources and providing emotional support and encouragement, the program's focus on education for parent and child removes the "social work" stigma usually attached to such efforts.

Home Start in Alabama is administered by the Top of Alabama Regional Education Service Agency (TARESA)[1] an independent agency supported by area school systems. Thanks to Dr. Kyo Jhin, Director of TARESA, Alabama Home Start has been well planned, organized and staffed from the very beginning. Program Coordinator Paulette Spicer, a former Teacher, took over from Shirley Holland July 1, 1973 and has now assumed major responsibility for the program.

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[1] Prior to October 1, 1974, Home Start was administered by the Top of Alabama Regional Council of Governments (TARCOG), one of 12 regional Planning districts in the state financed by city and county governments. The Human Resources Section of TARCOG became the independent agency, TARESA.

With headquarters in Huntsville, Home Start serves seven pocket areas where Home Visitors live and work: one urban, two in small towns, and four in rural communities. In addition to Paulette, a secretary and six Visitors, Home Start has a Head Teacher/Nutritionist, Sandra Rooks, and two Associate Teachers (or Child Development Associates) who travel from town to town conducting weekly classes to give isolated children group experiences. Churches, schools, and community buildings are used for these classes, for parent meetings and special events; the program's curriculum was designed after the Appalachian Educational Laboratory's model and the "Around the Bend" television series and curriculum. In the Fall of 1973 the program started to use the Captain Kangaroo program with educational curriculum materials developed by the Clinch-Powell staff and other program curriculum developed by the Huntsville staff. Currently, Alabama Home Start serves 81 families with a total of 135 focal children ages three to five.

The program has experienced significant staff turnover during the last year, but seems to have handled the attendant difficulties smoothly. In addition to Shirley Holland, Home Start lost a secretary, an Associate Teacher, and two Home Visitors. One Visitor left for personal reasons and one moved away, but both terminated in the middle of the year, an awkward time for training new staff.

Home Visitor candidates were screened and interviewed by program staff and then sent along with the Visitors they would replace to see what the job entailed. "We felt this was probably the most valuable part of the whole training plan," Paulette says. "We were ready to hire one girl, but when she went around with the Visitor one day, she said, 'I'm sorry, but I'm not ready for this much responsibility.'" When two qualified women were found, they were introduced to all program staff and community resource personnel, and they went through the Visitor's routine step by step with the women they would replace.

Parents in one community felt no one could replace the Visitor they were losing, and they let the new Visitor feel their resentment. Paulette accompanied her to ease the transition with some families and tried to smooth the way by speaking frankly at a parent meeting: "Each person is

an individual and we all have our unique characteristics and abilities, habits and quirks. Whoever your new Home Visitor is, she's going to be different from Brenda. She may be strong in some ways Brenda wasn't strong, and she'll probably be weak in some ways Brenda was not weak ... I'm asking you as parents to be accepting and to realize that this person is starting out here totally new. You're going to be able to teach her a lot about her job and her position ..." Today, only one parent remains critical, and the new Visitor is effectively handling the program's heaviest caseload.

Although Paulette feels that staff seemed enthusiastic about their difficult jobs, she fears that current economic inflation may drive some people to better-paying work. She also has trouble finding enough time to develop materials for the nutrition and health components of the program. A current solution is a weekly newsletter everyone contributes to, with facts, suggestions and advice for parents. It's delivered by Visitors on their rounds or, in summer, mailed to parents.

This year, Paulette says, parents have really been involved in the program, and she identifies this as a second-year phenomenon. Parents waited until they were sure the program was going to be around for awhile before they committed themselves. Now they're taking the initiative, organizing social and fundraising events, even complaining more. They're also being involved more in staff in-service training sessions, which Paulette feels is an excellent way to get people pulling together.

Finally, by seeking advice and assistance from community agencies, the Alabama Home Start program has made many friends in its area. "It shocks me to see how some people brag on us," Paulette comments. If imitation is the sincerest form of flattery, this program should feel very good about itself. One county school system and one Head Start program have instituted home-based programs modelled on Alabama's Home Start format.

PROJECT HOME START

Fairbanks, Alaska

Case Study

Spring, 1974

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IN BRIEF

Fairbanks, Alaska
Spring, 1974

PROGRAM: Urban/Rural

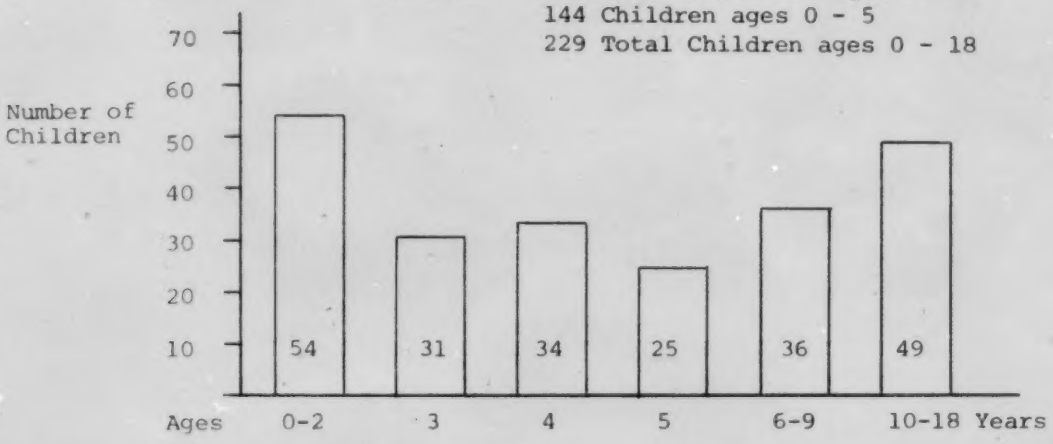
START UP: March 1972

SPONSOR: Grantee -- Greater Fairbanks Head Start Association

HOURS: Monday through Friday 8:15 a.m. - 4:15 p.m.
Monday and Friday Evenings 6:00 to 8:00 p.m.

ENROLLMENT: 54 Families[1]

CHILDREN: 56 Focal Children[2] ages 3 - 5
144 Children ages 0 - 5
229 Total Children ages 0 - 18



STAFF:

Full Time: 6 Part Time: 1

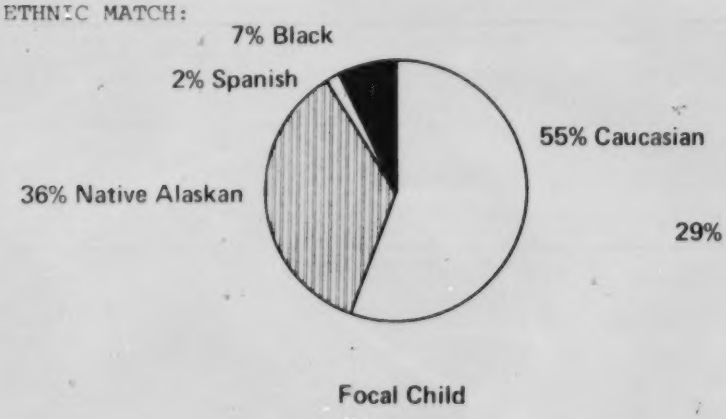
Positions: Director, Coordinator, Home Visitor (2), Head Start Nurse*, Health Aide, Education Aide, Clerk/Typist

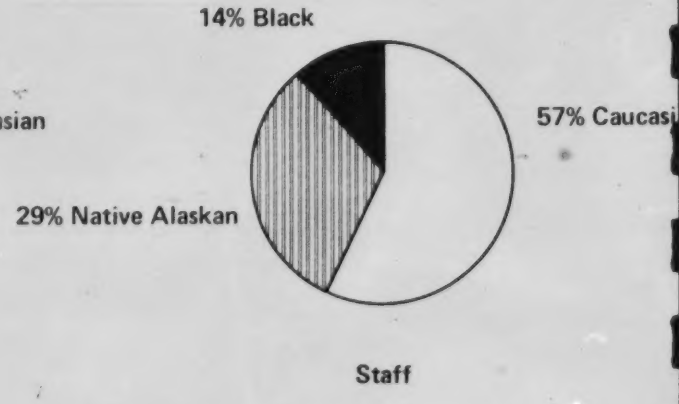
* Not paid by Home Start

Age of Staff:

Under 20	-
21 - 30	2
31 - 40	4
41 - 50	-
51 +	1

ETHNIC MATCH:





[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	54
Total Focal Parents[1]	54
Female Focal Parents	50
Male Focal Parents	4

Age of Focal Parents	
Under 20 Years	0
21 - 30	36
31 - 40	13
41 - 50	1
51 +	4

Employment

Families with one or more parents employed: 74%

Regular Work: 59% Part Time Work: 4% Seasonal Work: 11%

Annual Family Income

Non-Farm		Farm
24%	Under $2,000	2%
25%	$2,001 - $4,000	--
26%	$4,001 - $6,000	--
11%	$6,001 - $8,000	--
6%	$8,001 - $10,000	--
6%	$10,001 - $12,000	--

RESOURCE USE

Financial statements from the Alaskan site were not available at the time of this writing.

[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

ALASKA HOME START

THE LAING FAMILY

It was September 1972 when Frank Laing joined Home Start to help his three-year-old son, Shane. There were four other children in the family, and Mr. Laing, who was unemployed, described himself as divorced. It wasn't until several months had passed that Home Start staff realized that a pregnant Native Alaskan woman who occasionally turned up at the house was Mrs. Laing. Frank and his wife, Anita, had had serious personal problems.

"They were going through a traumatic period," Home Start Coordinator Westeen Holmes explains. "He had been working for one of the airlines, I think, and was required to lift 100-pound loads. His back went out and they didn't buy that it was an injury on the job. They left it like, if they could ever find a position he could fulfill, they'd take him back. Well, in a period of three or four years, they haven't found that position. He felt that people with similar back problems had been trained so they could do the job without hurting themselves, and this training was not available for him here. He was very bitter, and I guess he was conveying it to the mother. He couldn't really see how he could do some of the kinds of things he wanted to do, and I'm sure it was a very bad experience when suddenly one day he was unable to work."

Mrs. Laing had become an alcoholic. She'd been home only a few times during her pregnancy, and staff were very concerned for her baby. "Naturally, you can't tell someone they shouldn't go out and drink, but we came at it from another standpoint, what's going to happen to the baby, and I think she listened. He was at loose ends without a mothering person in the home, whether it was a baby sitter or another relative. He needed her back."

Anita Laing did come back, about six weeks before her child was delivered, and she came back to stay. She stopped drinking, and soon, when the Visitor arrived, she was no longer viewing the session as an intrusion, but

was anticipating and enjoying Home Start's activities. Says Westeen, "The birth of that child was really kind of a turning point. When she returned home, she felt a little guilty about it, so we had to erase those feelings and show we were accepting her as she was."

Home Start seems to have succeeded. Both parents now work with the children, and Anita has picked up on much of the child development information her Visitor passes along. When Frank and Anita first took Shane to the program's classroom, both parents tried to help the boy feel comfortable, and staff felt this was another sign that Anita was genuinely concerned about her children and determined to stick with her new life.

Frank had had some dealings with the Office of Vocational Rehabilitation but said they had nothing to offer him. Westeen intervened by calling OVR's Director. "Rather than train him or put him in a retraining project--because he felt he wouldn't fit--they've acted as counselors for him." Home Start has helped with other agencies too: "We kind of used the course that maybe he'd met some of the wrong type of people in these agencies, and maybe we could help. It's always a little better to go over and say, 'I have an appointment with Mr. Smith.' I think that approach has helped."

The Laings seem to be on more solid ground now. Frank has become a member of Home Start's governing board, and he's planning to set up his own jewelry shop as a family project. Anita is overcoming her habitual reserve and opening up to staff, and everyone seems to enjoy working with Shane. Westeen feels it's unlikely that the family will have such severe problems again: "I don't anticipate this happening again, but even if it should, I think the groundwork is there so they can work toward correcting it." The Laings are caring people and concerned parents, she feels. "They wanted to do better--they only needed a little bit of help."

THE ALASKA PROGRAM

Situated in Fairbanks, some 100 miles below the Arctic Circle, Alaska Home Start serves the North Star Borough, a truly Alaska-sized region about as large as Connecticut. The program is sponsored by the Greater Fairbanks Head Start association which took over when the local Community Action

program lost its funding in 1969. Former Association Director Elizabeth Wescott received Home Start funding early in 1972 but left Alaska shortly after the program got underway. In operation only three months before it closed for the summer, Home Start seemed to be faltering when Head/Home Start Director Dr. Niilo Koponen appointed Westeen Holmes Coordinator. Together, they restructured the program and brought in staff with more experience.

Home Start staff offers a nice ethnic balance. Westeen is black, three Home Visitors and the Parent Coordinator are Native Alaskan, and the program's Health and Education Aides are Anglo. The program can also call on Head Start's nurse. Current enrollment is 58 families with a total of 62 focal children.

The program has moved again; this time to the school at Fort Wainwright Army Base, where staff have more room. Visitors now work with clusters of families, one at Alison Air Force Base, the other in Nenana, 60 miles from Fairbanks. The latter group was added because Native Alaskans scatter to their home villages for the summer and many remain in these communities. It's typical of this program that Home Start decided to go where the families were: flexibility is and must be the key to operating a program in Fairbanks. By the same token, Westeen must accept the fact that Native Alaskans, both families and staff, have not been raised with the Anglo culture's obsession with clock-time: visits and projects must sometimes move at their own pace.

Staff are excited about the level of parent involvement in Home Start. In addition to rap sessions and field trips, the program has instituted monthly workshops dealing with topics parents request: home-made educational materials, gardening and canning, furniture upholstery, sex education, and Parent Effectiveness Training. Parents are learning how to deal with community agencies, and staff have worked hard to change family resistance to outside observers visiting their homes. Says Westeen, "In the beginning, we had only two or three families that would accept strangers, and some families wouldn't even accept me. We had to keep focusing on this being a federally-funded demonstration program. When you're a demonstration program, you have to be open because people will come from a hundred-mile radius. They say, 'Hey, let's run up and look at this Home Start program.' You just

have to maintain your present pace and keep right on working and act as if they aren't there. They'll go away eventually."

A major problem was the special needs of Alaskan children for socialization opportunities. "Socialization is delayed here," says Dr. Koponen. "Because of the climate, especially in winter, you don't tend to have neighborhood gangs or peer groups. With over 50% of the population being migrant, many people don't know who lives next door and they hesitate to let their children play with them. And at 50° below, kids don't even want to go out. Typically, children here tend not to relate to other children but to adults, and the results in kindergarten, first, second and third grade are marked. Children come to school and they panic; they burst into tears at the sight of all these people their own size--either that, or else those who've learned to manipulate adults and are verbal will look on this as a captive audience and immediately put on a show. Parents became aware of this problem, so there was a great deal of demand for some sort of socialization activity." The program's response was an alternate visiting week/classroom week system where children come into the Head Start/Home Start classroom in groups of 15 for a two-and-a-half-hour session. Classes are led by Home Start Aide Ruth Mobley with assistance from Home Visitors and parents.

Although Visitors make fewer visits with this system, they're as busy as ever, with between 13 and 17 families apiece. The program's Aides have 5 families each, and Westeen helps fill in from time to time. Health Aide Cindy Fields handles social and psychological problems, allowing Visitors more time for educational activities. Westeen feels her staff have developed a good cooperative relationship and are no longer possessive of "their" families as they have been in the past. Finally, transportation problems have been eased with the purchase of four cars, but keeping them running in Alaska's climate is a real challenge.

Dr. Koponen is planning for the future. "After the phase-out of Home Start funding, we're going to integrate Head Start and Home Start. Children attend Head Start now depending on their needs and abilities--there are some who can't take it every day. So we'll be watching Home Start this year because some families will do very well with an intensive period of visiting in the beginning, and then only need once-a-month follow-up.

Hopefully, we can get individual programs worked out for each family, and when there's only one grant, we'll get to the point where some are wholly sort of Home Start, some are Head Start, and there'll be all kinds of gradation in between."

For now, Dr. Koponen feels Home Start is serving parents as much as children. "There are a large number of families who through the Home Start program have become active in the Greater Fairbanks Head Start Association and in the community, whereas before they were much more withdrawn. I think that even people who have left the program have developed skills that have served them outside, in business or in things like union membership. It isn't just learning the skills of working in an organization that counts, it's working in an organization that's concerned with questions of value. I think that has been a major thrust of the program, and a major strength."

PROJECT HOME START

Fort Defiance, Arizona

Case Study

Spring, 1974

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IN BRIEF

Ft. Defiance, Arizona
Spring, 1974

PROGRAM: Rural, two centers on the Navajo Reservation

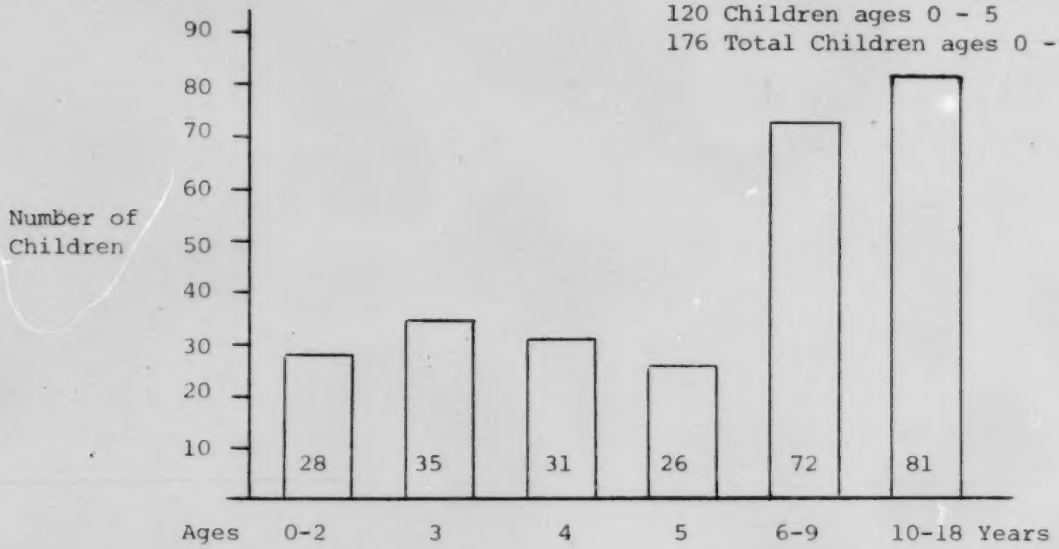
SPONSOR: Office of Navajo Economic Opportunity

START UP: April 1972

HOURS: Monday through Friday 8:30 a.m. - 5:00 p.m. in main office. Weekdays, evenings and weekends. target areas.

ENROLLMENT: 67 Families[1]

CHILDREN: 75 Focal Children[2] ages 3 - 5
120 Children ages 0 - 5
176 Total Children ages 0 - 18



STAFF:

Full Time: 11

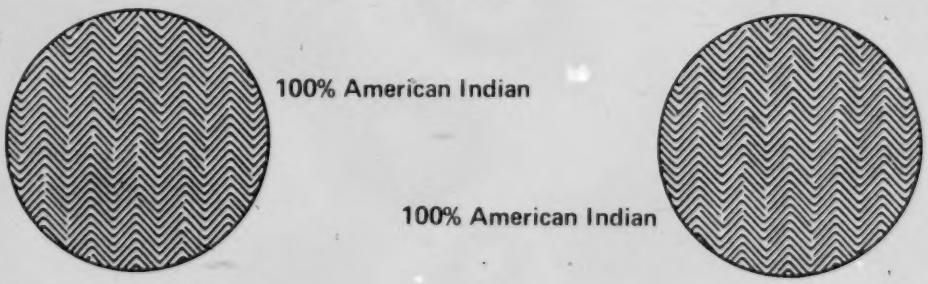
Positions: Child Development Director*, Program Coordinator, Home Visitor (9), Clerk/Typist

* Not paid by Home Start

Age of Staff:

Under 20	-
21 - 30	9
31 - 40	2
41 - 50	-

ETHNIC MATCH:



Focal Child

Staff

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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	67
Total Focal Parents[1]	67
Female Focal Parents	42
Male Focal Parents	25

Age of Focal Parents	
Under 20 years	0
21 - 30	22
31 - 40	35
41 - 50	5
51 +	0
Age unknown	5

Employment

Families with one or more parents employed: 48%

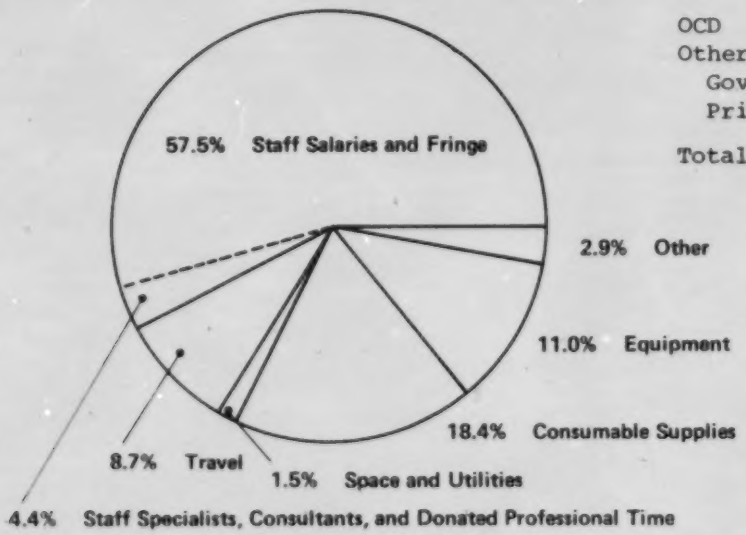
Regular Work: 28% Part Time Work: 11% Seasonal Work: 9%

Annual Family Income

Non-Farm		Farm
66%	Under $2,000	--
9%	$2,001 - $4,000	--
11%	$4,001 - $6,000	--
1%	$6,001 - $8,000	--
--	$8,001 - $10,000	--

13% unknown

RESOURCE USE[2]



Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$77,332	(83%)
Other		
Govt. Agency	14,100	(15%
Private	1,586	(2%)
Total	$93,018	(100%)

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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

NAVAJO HOME START

THE BEGAY FAMILY

When her husband died suddenly three years ago, Carol Begay was left with three young children to raise in a traditional Navajo hogan 20 miles from the nearest main road. "Of course, there was no electricity or water or things like that," says Home Visitor Isabelle Nuvayouma. Her parents and younger sisters were there to help with the cattle and sheep, but life was depressing and lonely for Carol, who only managed once or twice a month to get to town for her shopping.

Carol lives near Tuba City, Arizona, in the high desert country east of the Grand Canyon. It's hard to eke out a living on the Navajo Reservation, where the land is poor, the roads unpaved, communications are haphazard, and social services few and far between. Carol happened to run into a parent aide at the local trading post, learned about the Home Start program, and was enrolled in July, 1973.

"She was telling me she was really shy before," Isabelle recounts, "that she would never go out alone without someone else from her family and that she would be too afraid to say anything to strangers or in public. But now she says she is not shy anymore, and she's glad." Home Visitor Ella Mae Furcap agrees: "The way Carol acts now is so different. We sort of started her off on something. When we have parent meetings, she knows she represents Home Start on the central committee. She's sort of up in front at these meetings. Before Home Start, she couldn't do anything like that. Now she's outspoken and confident. She tries to get parents to run things and realizes her participation is important to the program. She often takes obligations on herself to help out extra, like when we made a Home Start float at the Tribal Fair parade .... Now, when Carol takes her children to the health clinic, she will usually have questions for the doctors and ask certain information rather than feeling intimidated. She also does this

with the Navajo Homemakers about food and nutrition." Carol's parents and sisters have helped by encouraging her to get out to meetings and by taking care of the kids and house.

Today, Carol and her family have a one-room house with a propane stove closer to the main road, and they alternate between the hogan and the house as they graze their livestock. Navajo Homemakers have visited to demonstrate food preparation with the commodity foods Carol now gets for her family.

"Her son Richard was having some problems -- how do you call that word? hyperactivity," Isabelle remembers. "He would rush through things and give up quickly and run off after getting tired of something ... He's good now. I think he's really improved. He takes part in all the Home Start activities when we come. He likes art and story-telling the most, also outside games where the younger children also participate."

Ella Mae is impressed with Carol's work with her children. "When we teach her something to do with her children, she really tries to learn. She makes a real effort. Now the children are also more outspoken and enjoy our visits and learning things .... Carol passes on her teaching ways to her sister from Utah and the whole family so that they also work with the children to help them. Once the grandmother asked us if the children had learned anything in Home Start, and we answered, 'Why don't you ask your daughter?' Carol spoke up and answered her mother, telling her all the things the children were acquiring at their own pace."

"Of course," Ella concludes, "this is what we think is the most important part of this family's success -- the fact that the mother can now be a very good mother to her children by helping them both at home and also by being very active in the community and using other resources to rebuild her life after her husband's death. Now she has her mind on helping her children and organizing her life instead of only on her loss."

THE NAVAJO PROGRAM

Navajo Home Start faces unique problems, not the least of which is communication. The program's main office is located in Fort Defiance, Arizona, but field offices are far away, one 85 miles east in Crownpoint, New Mexico, the other 185 miles west in Tuba City, Arizona. Actual visiting sites are scattered in remote areas around two towns in each region: Rincon and Marquis in New Mexico; Cameron and Gap in Arizona. Sixty-seven families with 80 focal children ages three to five are currently being served.

The Office of Navajo Economic Opportunity (ONEO), sponsor of Home Start, Head Start, Navajo Homemakers, and other community-based programs on the massive Navajo Reservation, was established in 1965. When Lettie Nave, ONEO's former Child Development Director, heard about Home Start, her office drafted a proposal for Navajo participation which was funded in March 1972. Program Coordinator Harriett Marmon helped get the project off the ground but stayed only five months. Elsie Earl, who replaced her, reports directly to Eugene Gorman, current Child Development Director. All program staff and recipients are Navajo.

Since taking over, Elsie has made some administrative changes to tighten up the program. Two former Home Visitors have become Field Supervisors, each with a central office in her region, and all parent aides have been upgraded to Visitors. The eight Visitors work in pairs, a seemingly wasteful procedure, but one necessary for their physical safety in lonely, rugged terrain subject to furious weather. Parent Policy Council meetings have been centralized in each region rather than each town, with four Home Start and 12 Head Start parents forming an area-wide Parent Advisory Council for the Navajo Child Development office.

To facilitate in-service training, Elsie spends two days a month at Head Start planning meetings and brings back ideas and information for her own staff. Once a month the entire Home Start staff meets to discuss curriculum planning and specific problems Visitors are having. Previous observation of the program stressed the need for better inter-agency coordination. Elsie spends a good deal of time with other area-level ONEO programs, and the new Field Supervisor position has meant improved coordination of

referrals to local Public Health Service, Bureau of Indian Affairs, Welfare, and other offices.

Elsie sees a continuing need for more educational materials, although a recent budget increase and some donations from the Albuquerque Red Cross have helped. A curriculum guide listing objectives, purposes, materials, and so on, has been developed to help Visitors plan their teaching sessions. "Elsie and Pauline Marshall, our Field Supervisor, have been most helpful in making up the curriculum guide for us to use," says Ella Furcap. "Pauline checks over our lesson plans for the week and offers suggestions and revisions." Navajo Home Start's curriculum incorporates tribal legends, history, and practical Navajo skills into the broader skill base children will need when they are sent to BIA boarding schools. The kind of social adjustment involved in encouraging isolated children to speak and work with outside teachers is critically important in easing the culture shock of a child's removal to a large, distant school.

In assessing Home Start's impact, Elsie points to an increasing parent interest in children's education, with parents now beginning to visit local teachers and classrooms on their own. Local Parent Policy Councils sponsor meetings at tribal chapter houses to provide health information, tips on food buying and environmental health. Parents are now interested in early prevention of health and educational problems in their areas, and centralized meetings have meant that some of the Reservations' most isolated families are entering into a sense of community with others.

Problems remain, of course. The scarcity of resources -- goods, services and people -- means Navajo Home Start operates without many of the benefits other programs enjoy. Because families are so widely scattered, travel time eats up a tremendous part of any one day, either cutting into program activity time or adding many hours of unpaid work time for staff. In addition, several Head Start programs on the Reservation are being told to switch to a home-based format, and Home Start staff are being directed to train Head Start teachers and assist in community education, both of which take significant time away from their primary duties. One Home Start target area in Crownpoint wants to become a Head Start program, and this may mean reallocating staff, all of whom live in the areas they serve.

Cultural forces on the Reservation have a direct bearing on Home Start's approach to its families. Traditionally, Navajo parents model the skills and behaviors they wish their children to acquire. The direct parent-child style of interaction, especially in early childhood development, is a new concept which does not have the legitimacy of Navajo cultural heritage behind it. Home Visitors, therefore, must be trained to work indirectly with children through their parents, and this requires considerable time and effort. Navajo Home Start approaches this problem by encouraging parental involvement with children in a broad sense -- namely, by emphasizing what a parent can actively do to secure outside services for the family in the areas of health, nutrition, social services, and so on, using tribal, state and federal resources. Channeling energies into community education about local resources rather than concentrating solely on individual parent-child teaching programs is an eminently sensible approach for a terminal program such as Navajo Home Start.

PROJECT HOME START

Dardanelle, Arkansas

Case Study

Spring, 1974

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IN BRIEF

Dardanelle, Arkansas
Spring, 1974

PROGRAM: Rural serving 5 counties

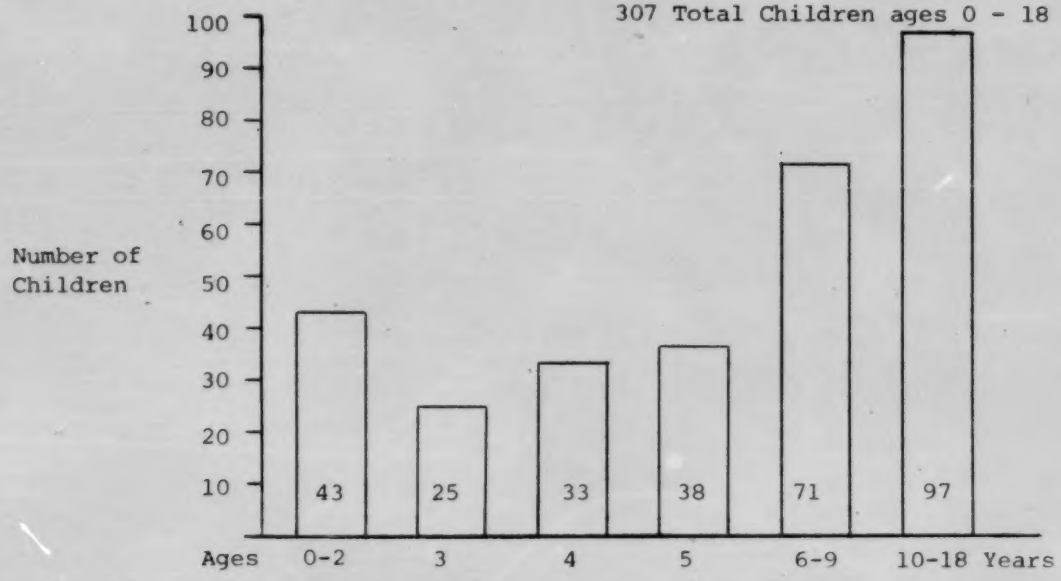
START UP: March 1972

SPONSOR: Arkansas River Valley Action's Council Inc. (ARVAC)

HOURS: Monday through Friday
8:00 a.m. - 4:30 p.m.
(staff on-call evenings and weekends)

ENROLLMENT: 81 Families[1]

CHILDREN: 96 Focal Children[2] ages 3 - 5
139 Children ages 0 - 5
307 Total Children ages 0 - 18



STAFF:

Full Time: 13 Part Time: 1

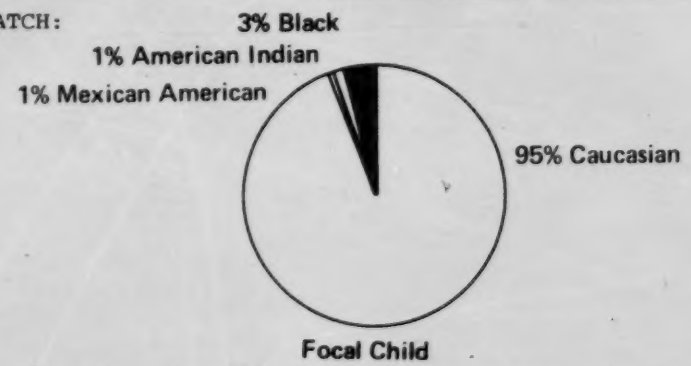
Positions: Executive Director*, Head Start/Home Start Director*, Assistant Director, Supervisor (2), Home Visitor (8), Medical Specialist*, Nutritionist*, Education Specialist, Speech Therapist, Secretary

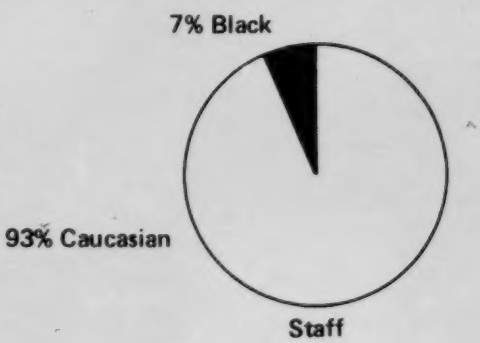
* Not paid by Home Start

Age of Staff:

Under 20	1
21 - 30	3
31 - 40	3
41 - 50	2
51 +	5

ETHNIC MATCH:





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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	81
Total Focal Parents[1]	94
Female Focal Parents	80
Male Focal Parents	14

Age of Focal Parents	
Under 20 Years	--
21 - 30	48
31 - 40	27
41 - 50	12
51 +	7

Employment

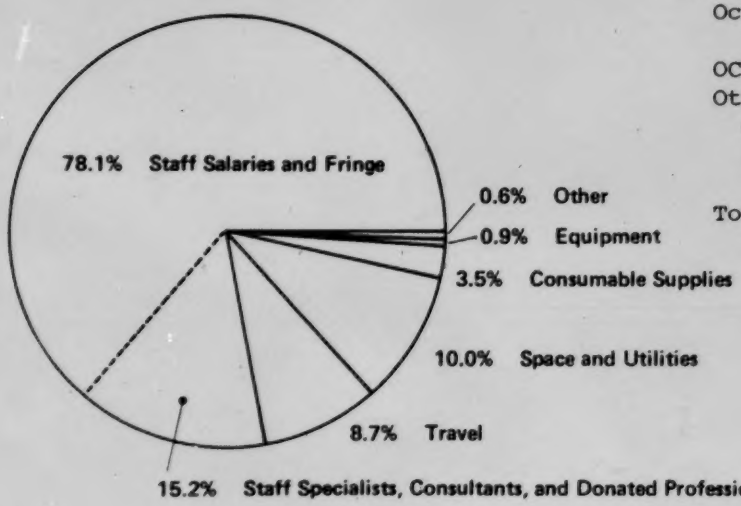
Families with one or more parents employed: 80%

Regular Work: 64% Part Time Work: 7% Seasonal Work: 9%

Annual Family Income

Non-Farm		Farm
20%	Under $2,000	--
40%	$2,001 - $4,000	1%
36%	$4,001 - $6,000	--
3%	$6,001 - $8,000	--
--	$8,001 - $10,000	--

RESOURCE USE[2]



Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$65,556	(78%)
Other		
Govt. Agency	12,618	(15%)
Private	6,025	(7%)
Total	$84,199	(100%)

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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

ARKANSAS HOME START

THE FROELICH FAMILY

"I think when Lenore gets those kids raised, they're gonna be the kind that'll start to school and say, 'Look, I'm Marty Froelich -- I'm somebody.' I think they'll go with that attitude, and that's important with low-income families, because a number of my families have this low self-image. They teach it to their children in their posture -- that slumped attitude -- whether they say it or not. And Lenore Froelich will never teach it to hers, she'll never teach that given-up attitude, because she's never given up." That's Claudine Shuffield talking. She's worked with the Froelichs for about a year, ever since they moved to a rocky hillside outside Dover, Arkansas.

The Froelichs have built their home from scratch, but when Claudine first visited, it was only a corrugated tin shell with an unfinished interior. Bit by bit, they've expanded and improved the place, and Claudine has encouraged them and applauded their progress every step of the way. "When I visited with Mrs. Shuffield," says JoAnn Braddy, Home Start Director, "the thing I really noticed was that she saw every little thing they'd done to the house since the last visit, and she'd encourage them and say, 'Well, that's just one more step to achieving what you really want.' That's what she builds on, she just points out all these little things."

Because the Froelichs were newcomers to the area, some local merchants tried to take advantage of them. Lenore bought a used stove that was defective and felt it was somehow her fault, but Claudine insisted she raise a fuss, and the stove was repaired. When Mr. Froelich went on strike and money got tight, Claudine explained aobut the emergency food stamp program, and the family took advantage of the help. "She's smart

enough to really grab onto the things you recommend," Claudine says. The family put in a vegetable garden as part of Home Start's gardening program, and Claudine directed Lenore to the local extension office for freezing and canning advice.

Fred Froelich is Lenore's second husband, and the family consists of their child, one-year-old Dawn, and two boys from Lenore's previous marriage, six-year-old Tommy, and Nick (Home Start's focal child) who is four. Tommy has had difficulty adjusting to his mother's remarriage: He's disrupted his first-grade class and has taken to stealing small items in order, Claudine feels, to get attention from his mother. Claudine and Lenore visited the school to talk with the teacher, who is now trying to help with the problem, and through Home Start, Lenore and her son are getting free counseling from the Human Services Center, which is partly funded through the federal government, the county, and the United Way. "It's so hard for families around here to go for counseling to mental health clinics," one staff member says, "I feel like it's a big step for them."

Lenore takes the job of teaching her children seriously. Says Claudine, "She was already teaching her children, up to a point, in everyday living, but I don't think she realized the importance of all the concepts. I think now, when she does something with them, she know <u>why</u> she's doing it. She puts some value on it. I really think now she realizes that learning starts with a child a long time before the first grade. She was smart enough and took enough time with her children that she was teaching some, but now she knows why she's doing it. She knows why one step follows another, and she knows which has priority over which. I think she'd be the first one to speak out and say, 'It's not important that my kid can count to 50 if he can't put a one-to-one relationship with the numbers.'"

Home Start staff feel Lenore has gained considerable self-confidence since she joined the program, and they admire her "get-up-and-go." Claudine Shuffield, for her part, is pleased with Lenore's concern for her children's emotional development. "She believes in building their personalities now, as well as the educational part. That's important,

because I see kids that are just, you know, thrown out into the world -- 'Okay, kid, you'll make it.' Some kids don't make it, and love alone can't do it."

THE ARKANSAS PROGRAM

Like several other Home Start efforts, the Arkansas program was built on a network of community-based programs. Sponsored by the Arkansas River Valley Action Council (ARVAC), a Community Action program serving eight counties in west central Arkansas, Home Start works closely with Head Start. In 1965, ARVAC's Child Development Program, headed by JoAnn Braddy, operated 12 year-round Head Start centers and an OEO-sponsored Home Management Program in which homemaking aides visited families to teach basic living skills. Funding cutbacks reduced this service, but in March 1972, the Child Development Program received Home Start funding and was able to serve isolated families, for whom Head Start was not possible, while extending many of the services and information offered by the homemaking project.

Home Start headquarters are located in Dardanelle, with eight local offices (three in Pope County, two in Scott, one each in Johnson, Franklin, and Perry). JoAnn Braddy is Director of both Head and Home Start, and Assistant Director Linda Reasoner is Head Start's Social Services Coordinator. Family Education Specialist is Marie Mowery; Speech and Language Development is handled by Jane Riddell; Winona Vaughan and Ruby Sanders are Home Visitor Supervisors. Home Start can also call on Head Start's medical specialist and nutritionist. There are still eight Visitors (one has been replaced) who are presently serving 89 families with a total of 103 focal children.

Home visits are now made once, not twice a week, but are correspondingly longer. Staff see considerable parent progress taking place: Parents are following through on activities in the home, and now handle their own contacts with community services. In Russellville and Atkins, parents are planning their own activities in weekly meetings, while NYC workers supervise their children. Parents evaluate the weekly lesson

plans they use, and have been given Home Start notebooks to keep the plans in, for future work with younger children. At the beginning of each home visit, a time is set aside for parents to review with the Visitor the past week's work.

All Home Visitors are enrolled in supplemental training for college credit (one now has 40 hours) at outreach classes affiliated with Arkansas State University, and they participate in joint Head/Home Start training sessions with consultants from around the state. Staff are also sent to state, regional and national conventions for a look at current child-care issues and ideas. The program, in dealing with its community, has won a school superintendent over to the Home Start message, and now has school space in which to offer children group experiences.

Arkansas Home Start saved a substantial amount of money and travel time when it used part of its $8,500 mini-grant to bring a team of medical specialists from the Child Development Center in Little Rock to its Dardenelle headquarters. The team -- consisting of a pediatrician, audiologist, speech therapist, psychologist, social worker, and a secretary to draw up reports -- thoroughly screened 10 children a day and then conducted individual conferences with parents and, in some cases, the Home Visitor involved. "We worked it out with the State Health Department," JoAnn Braddy states, "and we were real proud of the way it worked out. Instead of our staff taking one or two children at a time to Little Rock, the team saw 30 children in this area, and they ordinarily see only three a day. It cut down on our travel to the tune of at least 200 miles each time a child needed evaluation."

The program's mini-grant seems to be going a long way. Says JoAnn, "One of the problems that had been identified in our area was that we might need to address psychological services a little bit more. Our applying for the mini-grant all came about as a realization that our budget didn't adequately cover or provide us with enough funds to really address psychological services. A lot of it's being used for consultants -- particularly a psychologist and a psychiatrist -- who go in and work on a one-to-one basis with parents. It's also providing some medical

services -- exams and follow-up -- for handicapped children, and at some Head Start centers, we're actually purchasing some physical therapy equipment and reading materials."

JoAnn feels the medical aspect of her program's health services is in good shape, but dental services for family members other than the focal child are difficult to obtain. "We can find referral sources in our state for almost everything except dental problems," she comments. "In the adults particularly, we really see poor teeth, just a bad situation, and yet there's really not a referral source that covers that. We have very few families in our program eligible for Medicaid, which would cover this." Medicaid in Arkansas is administered through Social and Rehabilitative Services, which certifies eligible families. Families who own an acre of land or have $1,000 in the bank cannot be certified.

The other continuing problem is transportation for Visitors. "We have a small amount of money in our budget for travel," JoAnn points out, "but with a home-based program, a travel budget is pretty important. Our Visitors are driving on roads in the mountains and rural sections that are really rough on vehicles." JoAnn now has a commitment from ARVAC's Executive Director for help with this problem.

Can she see any major problems coming up in the future? "Not really," JoAnn says. Arkansas Home Start seems to be engaging its parents, serving staff and community, and operating in a cooperative and efficient style to foster growth in children and their families.

PROJECT HOME START

San Diego, California

Case Study

Spring, 1974

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IN BRIEF

San Diego, California
Spring, 1974

PROGRAM: Urban

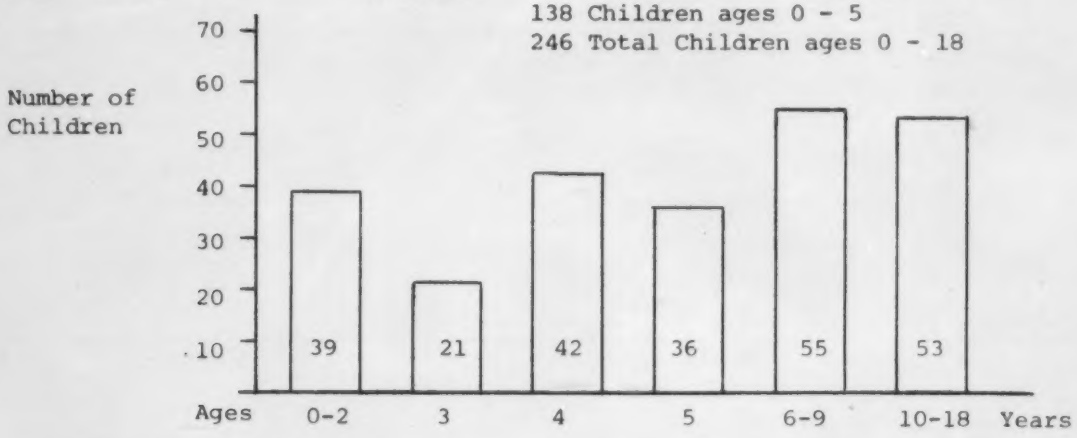
START UP: November 1972

SPONSOR: Grantee: Economic Opportunity Commission of San Diego County, Inc.

HOURS: Monday through Friday, 8:30 a.m. - 5:00 p.m.

ENROLLMENT: 67 Families[1]

CHILDREN: 89 Focal Children[2] ages 3 - 5
138 Children ages 0 - 5
246 Total Children ages 0 - 18



STAFF:

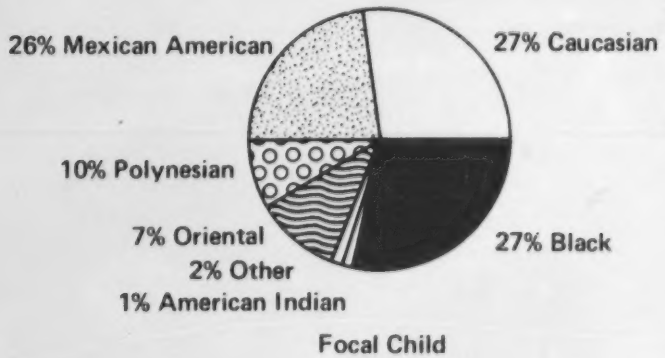
Full Time: 9

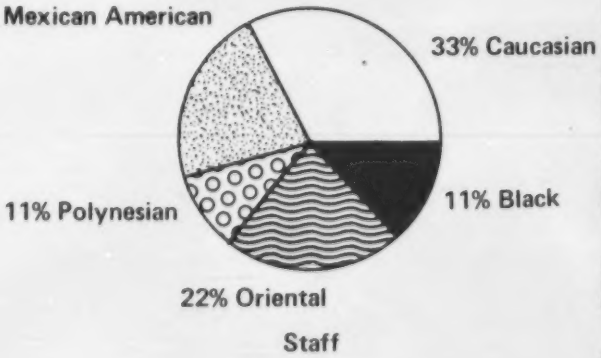
Positions: Program Coordinator, Resource Specialist
Home Visitor (6), Secretary

Age of Staff:

Under 20	-
21 - 30	5
31 - 40	2
41 - 50	2

ETHNIC MATCH:





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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	67
Total Focal Parents[1]	83
Female Focal Parents	66
Male Focal Parents	17

Age of Focal Parents	
Under 20 Years	0
21 - 30	46
31 - 40	23
41 - 50	11
51 +	3

Employment

Families with one or more parents employed: 49%

Regular Work: 42% Part Time Work: 4% Seasonal Work: 3%

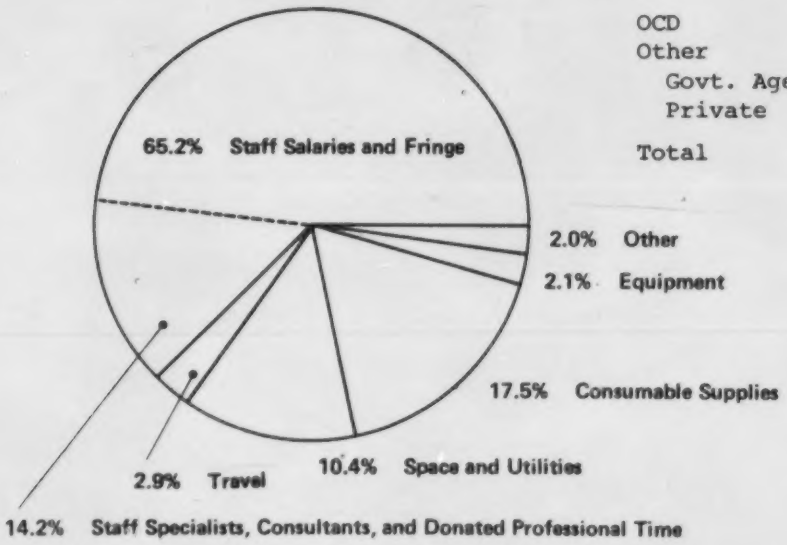
Annual Family Income

Non-Farm		Farm
9%	Under $2,000	--
51%	$2,001 - $4,000	--
21%	$4,001 - $6,000	--
15%	$6,001 - $8,000	--
4%	$8,001 - $10,000	--

RESOURCE USE[2]

Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$61,227	(77%)
Other		
Govt. Agency	9,412	(12%)
Private	9,216	(11%)
Total	$79,855	(100%)



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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

SAN DIEGO HOME START

THE QUINLAN FAMILY

Sally Quinlan, recently divorced for the third time, has sons ages six-and-a-half, five, and three. Five-year-old Rusty, Home Start's focal child, has had two operations to correct an eye problem, and a rectal malfunction prevents him from controlling his bowels. Rusty and his older brother were legally adopted by Sally's second husband, a Navy man, so Rusty is considered a dependent and is treated at a nearby Navy hospital. Dr. Allana Elovson, Home Start Director, describes the Quinlan children as "extraordinarily bright."

When she joined Home Start in September 1973, Mrs. Quinlan was painfully shy and unsure of the way she was raising her children. "During our recruitment interview," Home Vistor Eva Aquinaldo recalls, "she said she didn't know how to help her children, what things to do. I explained to her that all the things she had in the home could be learning devices. She'd never thought of that, she was unaware of it. She'd never had anything to do with the children insofar as educational development was concerned because she believed that was the job of the schools."

Mrs. Quinlan was highly receptive to the Home Start message, however, and quickly became an excellent teacher -- so good, in fact, that Eva describes her role now as that of an observer. "Now when I go to the home," she says proudly, "Mrs. Quinlan tells me what her children are ready for, and I plan my activities so that next week I bring what they need. Parents know best what their children's interests are. She has mentioned to me several times that she has wasted all those years with the children, not interacting with them as they grew up."

While the younger children are progressing well with Home Start materials, the oldest son, already in kindergarten, is having a hard time adjusting.

Many simple educational materials -- scissors, crayons, glue -- are quite new to him, and Mrs. Quinlan feels the contrast between her older son and her Home Start children is dramatic. Eva also works with three-year-old Michael, whose temper tantrums in the past have caused tension and disruption in the home. Dr. Elovson feels Mrs. Quinlan is making progress in her relationship with Michael and the older boys: "She really thinks of her children as people now. She sees their needs, and she respects their gifts and their particular idiosyncrasies."

Although she had lived in San Diego for many years, Mrs. Quinlan was unaware of the array of community resources at her disposal, and Eva set about telling her where she could get help. The commodity foods the family received each month through welfare seemed unappetizingly dull. "I told her all about the Expanded Nutrition Education Program under the Department of Agriculture," Eva says. "They give information on nutrition, on food buying, on reading labels, and there's a demonstrator who comes into the home and shows the mother how to prepare low-cost foods. She was really enthusiastic about this." Eva also helped the family avoid hours of waiting at the overcrowded Navy hospital by taking them to a public health clinic for their check-ups, and she referred Mrs. Quinlan to a low-income housing office when she decided to move.

When Rusty was hospitalized for his second eye operation, Eva brought books so Sally could read to him. "When the patches were taken off," Eva recalls, "he started to move around, and the doctors thought he was hyperactive. But I knew he was really smart, he could not waste his time staying in bed. He got out some puzzles, and the doctors were really amazed. They said the eight-year-old patients could not even do these puzzles, and he was only four-and-a-half then, and he could do them. They asked Mrs. Quinlan how he learned to do that, and she said, 'Since we've been in Home Start, my children have learned to do such things. The Home Visitor brings in activities like this, and I work with them.' I felt like crying. I felt like I had never had such achievement with a mother."

Dr. Elovson feels Mrs. Quinlan has always been a caring and concerned parent, and that Home Start has simply given her the information she needed to really help her children. "Her understanding of her children's needs -- and her seeing their needs as legitimate rather than just as irritants -- seems to have been very much extended," she comments. "Now she has an active confidence, and she seems very prepared to take an active role in their life and their experiences."

THE SAN DIEGO PROGRAM

Because San Diego is a port of entry, the city has a rich mix of nationalities, and Home Start's clientele includes Chinese, Japanese, Filipino, Samoan, Guamanian, Chicano, Indian, and black as well as white families. The program's multi-ethnic staff originally intended to recruit and work mainly with families of matching background, but when this proved impractical, Visitors began serving families on a cross-ethnic basis. They feel this approach, which seems to be working well, can promote better understanding among their ethnic groups.

Administered through Head Start by the city's Economic Opportunity Commission (EOC), San Diego Home Start was funded late in 1972, finishing its start-up phase when many other programs had a year's experience to draw on. Director Allana Elovson, a psychologist, has been with the program from the beginning, as has Mary Jo Rudolph, Home Start's Resource Specialist. The program still has six Home Visitors (two have been replaced), and Dr. Elovson hopes to hire a seventh, Head Home Visitor, to coordinate staff services and take some of the load off herself and Mary Jo. San Diego Home Start currently serves 74 families with a total of 88 focal children.

In training staff, Dr. Elovson and Mary Jo wrestled with two problems, and used one to solve the other. First, they wanted to expand Home Visitor understanding of the range of children's developmental needs and bridge the gap between theoretical understanding and the day-to-day demands of home visiting. Second, the program had to select two years' worth of educational materials at one time, and because Visitors would be using them, Dr. Elovson felt they should make the choices. Staff

were therefore encouraged to browse through catalogs and select items they thought were useful. It soon became apparent to everyone, however, that they were working in a void. "People were beginning to see that they didn't know why these things were important or where they fitted in," Dr. Elovson says. The catalogs were set aside, and staff got down to the basics -- what capacities did children need to develop in order to learn? Gradually, categories were suggested -- visual, auditory, tactile, gross and fine motor, quantitative, conceptual, and many more -- and these became column headings on a large blackboard. Staff then divided the columns in half -- for "Easier" and "Harder" items. Says Dr. Elovson, "Children vary enormously in their skills, and part of the training and problem solution was to decide what made something easier or harder, what kind of demands a toy made." Staff next went back to their catalogs and analyzed each toy to see what need it fulfilled.

"And then a very exciting thing happened, because we saw that you could use a particular toy or material in various ways. You could use it as a visual discriminatory exercise, and if the child wasn't up to that, you could use it for counting. You could stack one piece on top of another, or you could use it as a stimulus for discussion. What we were learning was how to exploit each toy to the maximum." By the time staff had analyzed each item for developmental appropriateness and practicality, they'd learned a great deal about children's needs, and the program, meanwhile, had arrived at a good selection of materials.

Staff also spent a great deal of training time devising a Kindergarten Survival Checklist, a comprehensive evaluation instrument to help parents, staff, and public school teachers determine when a child is ready for school. The Before-School Inventory, as it's formally called, lists a wide range of cognitive and social skills youngsters will need to adapt to the classroom environment. Says Dr. Elovson, "We spent a lot of time deciding what kinds of things would be important for a child to be able to do so a teacher didn't look down his or her nose at a child, therefore diminishing or eroding a child's self-confidence and self-image."

"I have become convinced that this program has a real function in this community, and I'm really convinced it could have a function throughout California. We're spending a great deal of time right now making sure our program is refunded," she asserts. "In order to do that, we have to document the impact the program is having in this area, and that's where my thinking is going now, making sure the program runs full-tilt for the next year so we have a going, viable, exciting and effective program to offer for refunding."

PROJECT HOME START

Wichita, Kansas

Case Study

Spring, 1974

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IN BRIEF

Wichita, Kansas
Spring, 1974

PROGRAM: Urban

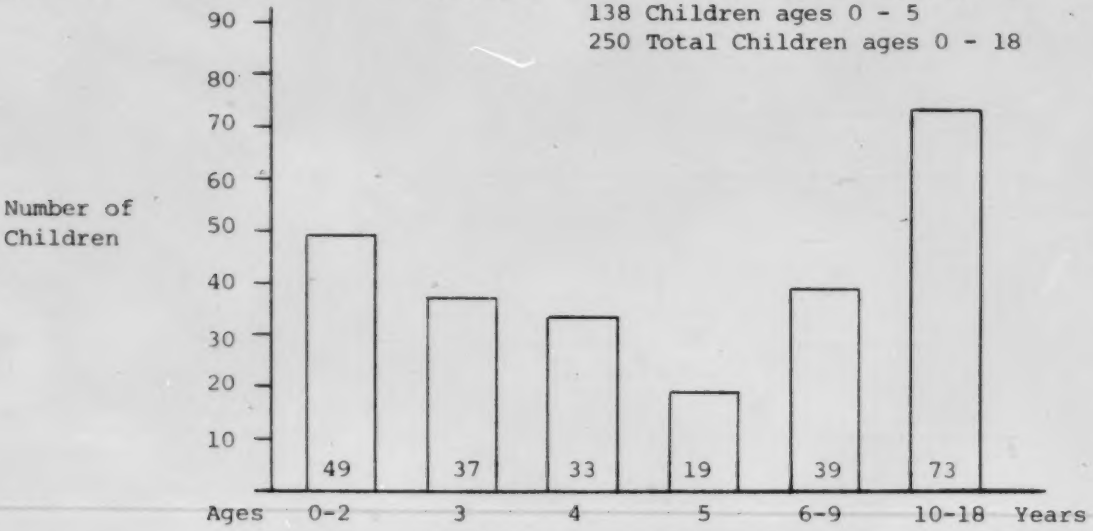
START UP: April 1972

SPONSOR: Kansas Children's Service League (Delegate Agency)
Community Planning Council (Grantee)

HOURS: Monday through Friday, 8:00 a.m. - 5:00 p.m.

ENROLLMENT: 66 Families[1]

CHILDREN: 85 Focal Children[2] ages 3 - 5
138 Children ages 0 - 5
250 Total Children ages 0 - 18



STAFF:

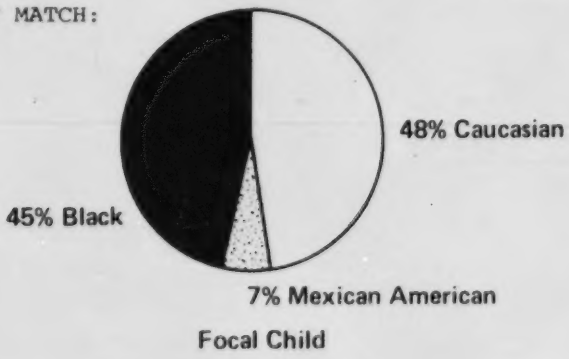
Full Time: 8

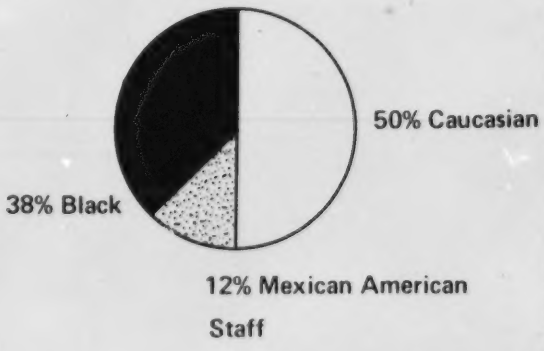
Positions: Director, Home Visitor (6), Secretary

Age of Staff:

Under 20	-
21 - 30	2
31 - 40	4
41 - 50	2

ETHNIC MATCH:





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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	66
Total Focal Parents[1]	69
Female Focal Parents	66
Male Focal Parents	3

Age of Focal Parents	
Under 20 Years	5
21 - 30	35
31 - 40	16
41 - 50	10
51 +	3

Employment

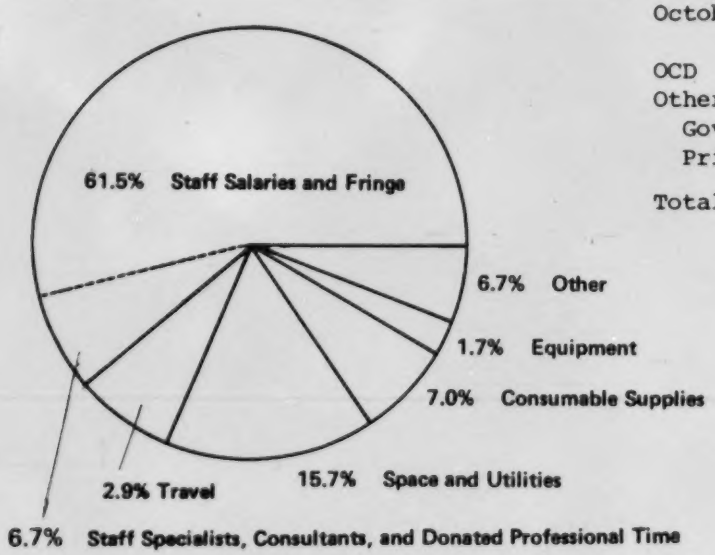
Families with one or more parents employed: 36%

Regular Work: 33% Part Time Work: 3% Seasonal Work: --

Annual Family Income

Non-Farm		Farm
3%	Under $2,000	--
52%	$2,001 - $4,000	--
35%	$4,001 - $6,000	--
10%	$6,001 - $8,000	--
--	$8,001 - $10,000	--

RESOURCE USE[2]



Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$56,765	(79%)
Other		
Govt. Agency	4,575	(6%)
Private	10,521	(15%)
Total	$71,861	(100%)

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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

KANSAS HOME START

THE KINGSLEY FAMILY

Martha Kingsley, her husband Frank, and five of Martha's six children live on the outskirts of Wichita in a small rented frame house. When the Kingsleys joined Home Start in September, 1973, Martha was discouraged, depressed, and felt unable to cope with her life. A major preoccupation was her 17-year-old daughter, on probation from a correctional institution, who was again experimenting with sex and drugs in direct conflict with Martha's strong religious convictions. Powerless to change her daughter's behavior, Martha seemed to have given up hope for other aspects of her life. Her housework overwhelmed her and she increasingly found herself yelling at her other children, the youngest of whom, three-year-old Debbie, was Home Start's focal child.

Finally, Martha's very real isolation tended to magnify her problems. The Kingsleys had no telephone because they had heard from relatives that installation was expensive. Mr. Kingsley needed the family car to get to work and was unwilling to teach Martha how to drive. With no public transportation service in the area, Martha was effectively isolated in her home, as was Debbie, who was becoming painfully shy.

Home Visitor Helen Wigley spent her first visits to the Kingsley home simply listening to Martha and being a sounding board for her problems. Helen and the Program Director (both of whom have teenagers of their own) helped steer the oldest daughter toward vocational rehabilitation but suggested to Martha that since she could do nothing to change the girl's behavior, she might be better off redirecting her emotional energies into the younger children, who needed attention then and there. Although Martha found it difficult at first, she began spending at least 10 minutes a day with each child, discussing school and outside activities. Helen devised a chart where Martha could record her positive and negative responses to the kids: when the positive outweighed the negative, Helen bought Martha a Coke, and vice versa. "I had

lots of Cokes at first," Helen remembers, but that didn't last long. At the same time, Helen helped Martha organize her housework so she could stay on top of it.

Just as important, Martha needed the stimulation of the outside world. She began, at Helen's suggestion, by helping out at the Home Start offices. When the Broadway Christian Church started a social service center, Martha volunteered and now works two days a week, taking Debbie along. A co-worker gives them a lift. Initially hesitant about Home Start's parent meetings, Martha has overcome her insecurity and is now taking a leadership role. She had a telephone installed and, says Director Laura Daniel, "She started calling other parents on the phone, saying, 'These are the decisions we need to make, these are the things we need to talk about to try to pull this parent together.'" Martha has now been elected by her group to represent them in the Home Start city-wide Parent Policy Council.

Helen feels Debbie is benefiting from Martha's new interest in life. Before, she seldom got out of the house and had no one her own age to play with. "Debbie was shy, withdrawn, hardly talked above a whisper," Helen reports. "Now she's very different: she's aggressive in a good sort of way. She's friendly and plays with other children in group outings. The family's new telephone helps Frank and the kids keep in touch with Martha, and gives their mother access to the outside world.

"I'm old," says Martha, "but not too old to learn." She seems to enjoy learning how to work with her children and how to get along in the world outside her home, and the process has done wonders for her self-esteem. Says Laura Daniel, "I have seen this mother go from a very insecure, frustrated individual to an individual who's gained much self-confidence and strength within her own self." Helen Wigley, whose support and encouragement were essential, says simply, "Martha was a joy to work with."

THE WICHITA PROGRAM

Home Start in Wichita operates as an adjunct to Head Start, providing services to families for whom no Head Start was possible due to limited funding. An outgrowth of a special family-oriented Head Start project, the program was in 1970 turned over to the Wichita Area Community Action Program, Inc.

(WACAPI), which applied for and received Home Start funding in March 1972. A major setback occurred in the summer of 1973 when the dismantling of the Office of Economic Opportunity forced WACAPI to abandon all of its programs. Wichita Home Start, after a tenuous period for staff and families alike, found new sponsorship with the Kansas Children's Service League in December 1973. Director Betty Besser had resigned, and the League brought in Laura Daniel to take her place. In addition to a secretary, the program has seven Home Visitors serving 79 families with a total of 85 focal children.

There's a striking parallel between Martha Kingsley's story and that of Wichita Home Start as a whole. During the first year, observers noted a serious lack of cohesiveness among staff members. People weren't pulling together, and this was reflected in an ad lib approach to home visitoring. Each Visitor prepared her own lessons and there was little sharing of ideas and problems. Supervision seemed spotty, staff were insecure, and the program's uncertain future kept morale low and planning at a minimum.

When sponsorship passed to the Kansas Children's Service League, Home Start gained a dynamic new Director in Laura Daniel, whose extensive work in day care, community action and VISTA projects gave her the management and personnel skills badly needed by program staff. "What I did," Laura recalls, "was try to provide the staff with some basic programmatic structure and also provide them with support for their own persons as well as support in dealing with their families." As a former welfare mother with seven children, Laura has had to cope with many of the problems her staff and families experience, and because she's literally pulled herself up by her own bootstraps, she has firmness as well as compassion to offer. She spent her first weeks with Home Start reading files and program data and spending long hours with the staff, listening and evaluating.

When Laura came on board, she reports, "Home Start families did not appear to really understand what the program was ... their rights and responsibilities to the program." Staff were similarly confused, so Laura put together a concise Policies and Procedures Manual defining everyone's role and the purposes of the Home Start guidelines. "Once parents began to understand what the guidelines said, what the program was all about, and what their responsibilities were," Laura says, "they started to respond in very

beneficial ways." One result is that the emphasis of Wichita Home Start has shifted from total child-orientation to a larger role for parents. Currently, parents are being urged to help plan lessons to meet their specific family needs, rather than leave this task wholly to the Home Visitor.

Counseling has helped the staff feel surer about themselves and their work, and there's now a framework for teaching. Two Visitors develop monthly lesson plans which are then reviewed with the whole staff for additional ideas. Record-keeping has been systematized, and staff training covers needs identified by the Visitors themselves. Service components (education, nutrition, health, social/psychological) are no longer handled by each Visitor as the need arises: individual Visitors are assigned to specific program areas and are responsible for all contacts and records in each sphere. Liaison with outside agencies and quality of service within the program have improved accordingly.

Communication has improved within the program too. Staff meetings are regular, and Visitors as well as parents are now evaluating their program. Working conditions have improved considerably since Home Start moved to new and larger quarters, and the program is currently looking for a part-time speech therapist to service its families.

Laura sees no serious problems looming ahead for her program, but adds, "I feel I need more skills in providing counseling to my staff, providing them with more support and understanding in what they're feeling and dealing with. This can provide them with the necessary technical assistance so they can in turn provide them with the necessary technical assistance so they can in turn do that with their families." She'll be working closely this summer with Don Rutledge, Executive Director of the Children's Service League, to get this training. Together, they'll review her responses to staff problems, explore alternative strategies, and upgrade Laura's management skills in areas such as proposal writing and budget formulation.

Wichita Home Start has taken hold. After complimenting the staff on their dedication and hard work, Dr. Jim Gage, who provides Training and Technical Assistance to the program, observed, "The degree in the improvement of program quality in all component areas is both obvious and remarkable."

PROJECT HOME START

Gloucester, Massachusetts

Case Study

Spring, 1974

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IN BRIEF

Gloucester, Massachusetts
Spring, 1974

PROGRAM: Urban/Rural
Five Townships

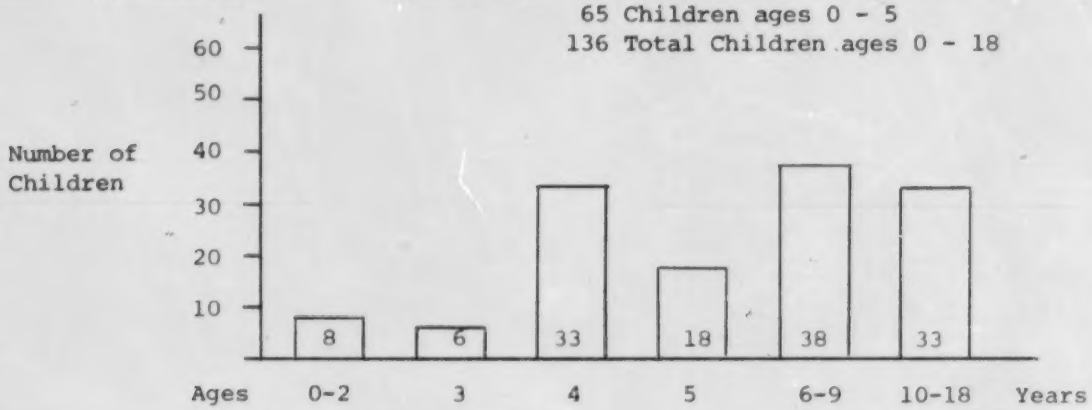
START UP: March 1972

SPONSOR: Grantee - ACTION, Inc.

HOURS: Monday through Friday, 9:00 a.m. - 5:30 p.m.
On-call evenings and weekends

ENROLLMENT: 52 Families[1]

CHILDREN: 57 Focal Children[2] ages 3 - 5
65 Children ages 0 - 5
136 Total Children ages 0 - 18



STAFF:

Full Time: 8 Part Time: 1

Positions: Director, Family Services Coordinator, Home Visitor (6), Secretary

Age of Staff:

Under 20	-
20 - 30	2
31 - 40	5
41 - 50	1
51 +	1

ETHNIC MATCH:

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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	52
Total Focal Parents[1]	52
Female Focal Parents	52
Male Focal Parents	--

Age of Focal Parents	
Under 20 Years	1
21 - 30	33
31 - 40	13
41 - 50	5
51 +	0

Employment

Families with one or more parents employed: 63%

Regular Work: 48% Part Time Work: 15% Seasonal Work: --

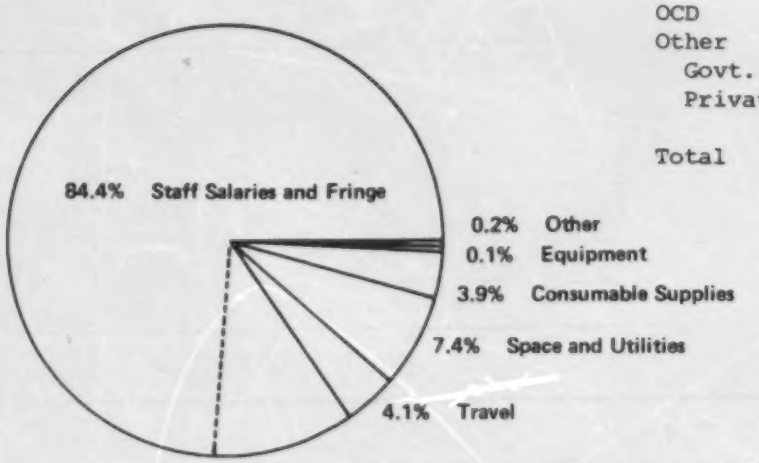
Annual Family Income

Non-Farm		Farm
2%	Under $2,000	--
67%	$2,001 - $4,000	--
27%	$4,001 - $6,000	--
4%	$6,001 - $8,000	--
--	$8,001 - $10,000	--

RESOURCE USE[2]

Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$50,652	(85%)
Other		
Govt. Agency	5,367	(9%)
Private	3,266	(6%)
Total	$59,285	(100%)



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[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

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GLOUCESTER HOME START

THE GREENE FAMILY

"It was obvious from the first that the Greenes had an awful lot of pride," Home Visitor Donna Ciepley recalls. "They realized there was something wrong with their little boy, but they didn't know what to do about it. They were reaching out for help." Donna started visiting the family in September 1973 and took to them immediately. "They're the greatest people: goodwill just oozes from this family," she says. Mother, father, six girls and Tony, the baby of the family, live in a cheerful, cozy Cape Cod house in Ipswich. Mr. and Mrs. Greene obviously love kids, and their home is organized around child and adult areas. The large back yard contains lots of trees, flowers, play equipment, rabbits in cages, and even a mallard duck.

At three and a half years, Tony still wasn't speaking. He communicated with sounds and gestures, was small for his age, and moved like a toddler. Although he was operating at the two-year-old level, Tony was, according to Donna, "a delightful, happy little boy--I didn't feel there were emotional problems there." The family doctor had found Tony small for his age and suggested he was merely slow. Tony's parents apparently took this to mean the boy was mildly retarded, and scaled down their expectations for him. The whole family had become very protective of Tony, supplying words, dressing him, opening doors, making life easier for him.

As she worked with mother and son, Donna's concern for the boy mounted. After Home Start staff had observed him both alone and in a group, Family Services Coordinator Peter Anastas arranged for Head Start's pediatric consultant, Dr. Marsh, to do a complete physical and Denver Developmental workup on Tony. Physically Tony was small, but normal. Problem areas were speech and both large and small motor coordination. Donna did learn, as she got to know the family better, that a fire in the home when Tony was two had terrified the child, and he'd been sleeping in his parents' bed ever since.

Dr. Marsh recommended speech therapy and coordination exercises. Donna also felt Tony needed to learn to help himself, and she began working with Mrs. Greene on how to encourage and reinforce independent behavior. It's been difficult for the family to stop doing things for Tony, but it's working. Tony now dresses himself. He's moved out of his parents' room. He's saying six-word sentences, and ventures alone to the mailbox at the end of the driveway. His small motor coordination (puzzles, nesting toys, cutting, pasting, carpentry) is more advanced than his large motor development, but both are improving.

Mrs. Greene has been an excellent teacher for her son; Donna now takes a back seat much of the time. Last week at the end of a painting session, Mrs. Greene told Tony to go wash his hands. Tony twice made childish sounds which were ignored, then burst out, "Come with me!" Mrs. Greene turned on the bathroom light, gave him soap and a cloth, reassured him that he could wash his own hands and that she'd be right outside. Tony washed himself and took another step forward. For her part, Donna has learned she must insist that Tony try harder, although, as she says, "it goes against my grain. I have to say, 'Tony, that's not good enough: I know you can do better.' When I say that, he will try, he doesn't get frustrated, and he does the activity."

Family Services Coordinator Peter Anastas feels Donna deserves a great deal of credit: "Donna did an incredible job to help the family see that certain services are available to them, and that any person who qualifies for them can have them. Now they have Medicaid, which is paying in part for the speech therapy." Director Betty Stressenger agrees: "It was clear from the beginning that Donna accepted the family as they were and was deeply concerned for Tony. Also, she respected the family's feelings. In no way was she trying to push something on them. . . There was a tremendous amount of skill on Donna's part."

THE GLOUCESTER PROGRAM

Serving Gloucester, Massachusetts and the surrounding Cape Ann communities of Ipswich, Rockport, Manchester and Essex, Gloucester Home Start is one of four child development programs administered by ACTION, Inc., a

Community Action Agency. Former Director Rose Margosian, who was Head Start Director in 1971, instituted a pilot program with a home-based format which eventually became Home Start. Rose has now left the program to teach at a community college, and her place has been taken by Betty Stressenger, formerly Home Visitor Coordinator. The latter position has been discontinued, and the responsibilities of Family Services Coordinator Peter Anastas and the program's secretary have intensified. Two of Home Start's six Home Visitors left and were replaced, but overall, staff turnover has been low. Currently, Gloucester Home Start is serving 61 families with 80 focal children.

A continuing problem for this program has been the procurement of various services for its families, and it's ironic that now, when staff must begin to think about termination, relations with community agencies have been solidified. "We now have more resources to offer a family," Betty Stressenger says. "We have more contacts with agencies, we work more closely with those agencies, and we know them as people--that's the difference--not just as staff people. We know who we're sending families to. On our end, we have confidence that we're sending them to people we respect. We know they're going to follow up and stay in communication with us. We also know they're going to respect the confidentiality of the family."

Betty and Peter feel that although resources are still scarce, they're having more success with medical and dental personnel. Getting medical services to the program's families has been the result of great patience on the part of Home Visitors. "One thing," Peter explains, "has been to find a way, not necessarily to persuade parents to stay behind things like yearly physical exams for the child, but to help them do it in a more relaxed way. We simply can't go into a home and say, 'Okay, you're going to get a physical. . .' Gloucester's a very old-fashioned town: you only go to the doctor when you're sick, and people here have all kinds of ways of avoiding knowing they're sick. Lower-income people figure they can't pay, so they don't go." Home Start in Gloucester pays for each child's annual physical and any needed immunizations, but has no funds for follow up or dental work.

"One of our problems is still legal service," Betty points out, "and we haven't solved that, even though Peter has been able to get hold of legal services and information that's been helpful to families. There's no Legal Aid in this area, and when Peter has gotten legal service for a family, he's had to do a lot of talking in order to get it." Says Peter, "In the past two years I've called practically every lawyer in Gloucester, and they won't take our people. Plus, a lot of lawyers have refused to cooperate with us. I'd say there are a dozen mothers in our program who for one reason or another could use, or could in the past have used, a lawyer, and there just wasn't one available."

"We're on a better footing with the Department of Public Health," says Betty. "They did lead screening with our children this year, and we can go to them for information about available apartments in the area. They license apartments as to whether they're up to code, and they have a listing we've been able to utilize. They've been receptive to us and given us rent subsidy information. Our Home Visitors have forms they can take to their families and help them fill out."

With the realization that national funding for the Home Start program will end in Spring 1975, staff have concentrated even more on shifting emphasis from children to parents. Staff have become more self-sufficient, and they're spending more of their time with parents, helping them gain the self-confidence and skills for independence. Parent groups are functioning well, and parents are taking a more active stand in defining their own responsibility for determining Home Start policy.

"Our most important problem for the future," Betty reports, "is how are we going to deal with the phase-out of the program? There's a feeling of having worked very hard and gotten something going--a good program, a program that does make a difference for children and parents. It's a feeling of, what was all the work for, if it's not recognized, if it's not going to be continued? That brings up a second problem which is going to be a lot of work, and that is to investigate every possible funding source." Current exploration involves possible use of public school monies for the handicapped, learning disabled and emotionally

disturbed children; a future merger with Head Start; examination of Office of Child Development programs to determine what funds are earmarked for what uses.

If continued funding isn't possible, Betty feels, "we'll really have to be supportive of our staff in terms of seeking out other employment or helping them make decisions about what the next step is for them." Betty sees a need for more staff training with handicapped children and in explaining the use of curriculum materials to parents simply and directly. "I think within the program there's a tremendous sense that communication is probably one of the most important training areas we have, and that also it's about the most important skill you have to have."

Gloucester staff know that there is always room for improving skills, learning new ones, and finding better ways to serve families. Having made parents their partners in this learning process, however, the staff also know that even when they are no longer available in the same ways, families can continue to learn and grow on their own.

PROJECT HOME START

Reno, Nevada

Case Study

Spring, 1974

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IN BRIEF

Reno, Nevada
Spring, 1974

PROGRAM: Urban

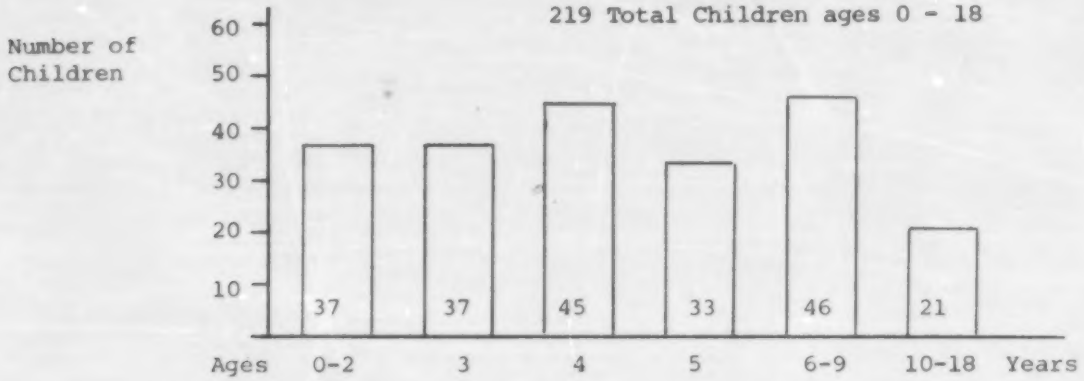
SPONSOR: Economic Opportunity Board of Washoe County

START UP: July 1972

HOURS: Monday through Friday, 8:30 a.m. - 5:30 p.m.
Staff on-call evenings and weekends

ENROLLMENT: 48 Families[1]

CHILDREN: 51 Focal Children[2] ages 3 - 5
152 Children ages 0 - 5
219 Total Children ages 0 - 18



STAFF:

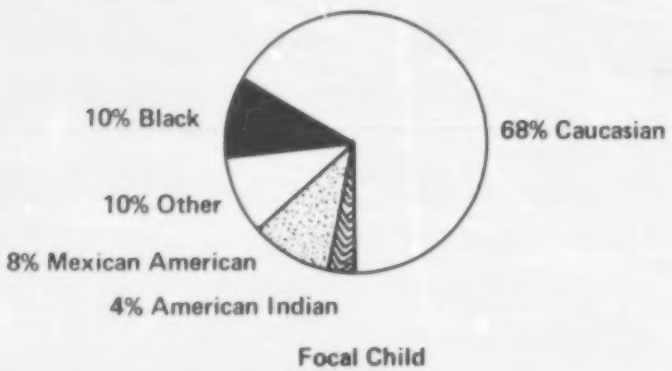
Full Time: 6 **Part Time:** 4

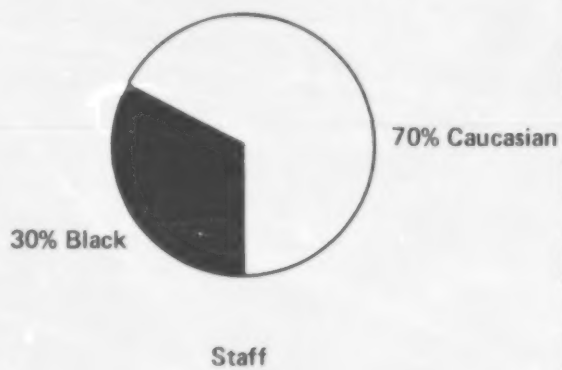
Positions: Education Division Head (Head Start/Home Start Director), Supervisor, Education Coordinator, Social Services Coordinator*, Nurse, Home Visitor (5), Secretary

* Not paid by Home Start

Age of Staff:	
Under 20	-
21 - 30	3
31 - 40	6
41 - 50	1

ETHNIC MATCH:





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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	48
Total Focal Parents[1]	49
Female Focal Parents	46
Male Focal Parents	3

Age of Focal Parents	
Under 20 Years	1
21 - 30	37
31 - 40	8
41 - 50	2
51 +	1

Employment

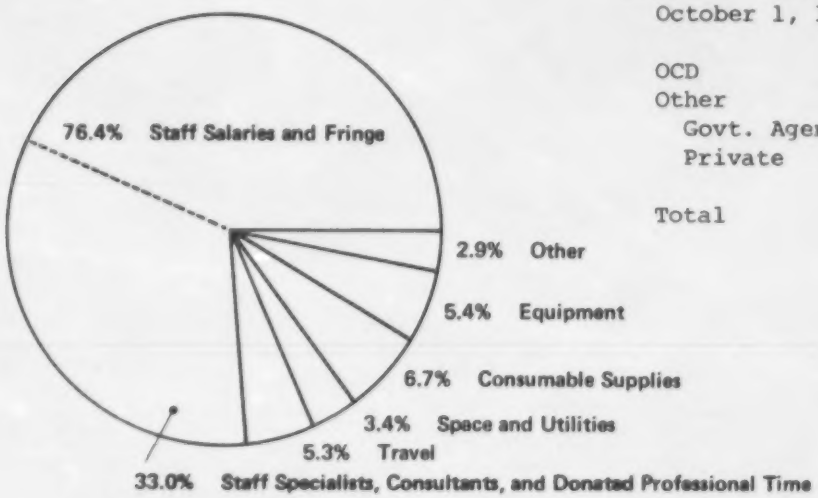
Families with one or more parents employed: 77%

Regular Work: 58% Part Time Work: 10% Seasonal Work: 9%

Annual Family Income

Non-Farm		Farm
15%	Under $2,000	--
38%	$2,001 - $4,000	--
41%	$4,001 - $6,000	--
2%	$6,001 - $8,000	--
2%	$8,001 - $10,000	--
2%	$10,001 - $12,000	--

RESOURCE USE[2]



Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$66,960	(67%)
Other		
Govt. Agency	18,999	(19%)
Private	13,998	(14%)
Total	$99,957	(100%)

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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

RENO HOME START

THE LUER FAMILY

"When I started out with the Luers, they were very much withdrawn," Visitor Elouise Johnson recalls. "Mrs. Luer didn't participate in the community at all. She just stayed there at home and only let her child outside at times when it was impossible for anyone else to interfere with him." Elouise quickly determined that Mrs. Luer was a devout Mormon and was afraid that three-year-old Danny, and Billy, eighteen months, would pick up bad language from other kids living in the project. "I just told her no matter what you try to hide from your children, they're gonna learn it one way or the other, and you shouldn't keep them in a small apartment because they need the exercise." Elouise took the children out and played with them.

She worked first on gaining Danny's confidence. "I tried to get him to really relax with me because it's hard to get a child who's just come into the program to relax with anyone - they're usually withdrawn . . . If you get the kids to come over to your side, I don't care how a parent is, they're gonna come over too. That's why I work with the kids first, then move myself over to the parent role: this way you have the whole family around you."

When the Luers moved to their own home, the mother began letting the boys out into the backyard, where they could sit on a fence and watch school children playing ball next door. Soon the youngsters had friends, and "Mrs. Luer found out that people weren't so bad after all," Elouise says with a smile. Mr. and Mrs. Luer began attending Home Start functions, and Elouise made sure they met another Mormon couple she was working with. "So they started talking and then they started calling each other. When they moved again, Mrs. Luer learned that all my parents would work together. I got three Home Start fathers to come over and help them move. She was very pleased with that."

Bit by bit, Janice Luer began to abandon the shell she'd built. Severe arthritis had kept her hospitalized off and on for several years, once for a six-month stint. Says Elouise, "That's a long time for very little kids . . . I think they let Danny have his way when she was in the hospital." Danny was mischievous, but "everything he did was backwards. If he'd pick up a book and you turned it right-side up for him, he'd turn it the opposite way." Elouise was concerned, and after a routine physical, found nothing amiss, she arranged for Danny to be evaluated two days a week at the Nevada State Special Children's Clinic. "We found out that he just wanted to be noticed. He wanted you to keep turning the book so he could have something to play with."

Mr. Luer has a warm, kidding relationship with Elouise, who feels he's "really super. He's good at working with the kids, and he plays a lot with them." Elouise leaves a parent approved curriculum plan with the family and reviews it thoroughly with Janice so that Janice can work with Danny during the week. As time passes, Janice has become increasingly involved in educating Danny by assisting Elouise in curriculum planning. The day is fast approaching when Janice will do the curriculum planning herself without Elouise's assistance. When Danny had trouble learning his farm animals, Elouise suggested a visit to another Home Start parent's farm where Danny could see real chickens, goats, and cows; the farm adventure was quite successful. Elouise, the Luers, and the Home Start Staff all report that Danny has made good progress.

Most dramatic, however, is Janice Luer's transformation. Says Elouise, "She visits all over the community now. She's really come a long ways. When we went to the dentist it was her first time on a bus, and after that she took her kids herself. She's been taking herself to Planned Parenthood, and she's so interested in the program she won't let nothing pass." Mrs. Luer attends all the Home Start functions and is considered by staff to be a parent leader and an excellent spokeswoman for the program at fund-raising events. When an unmarried girl next door to the Luers was leaving for the hospital, Elouise asked if there was anything she could do, but Janice was already in charge. She said, 'Oh no, Elouise, you have enough to do - let me do something.' Then she looked at me and she started laughing."

Despite her arthritis and an advanced pregnancy, Mrs. Luer insists on participating fully in Home Start. According to Supervisor Barbara Keith, "Here's a girl who was a shy, inward person; now she's discovered her inner self and her abilities in regard to teaching her child and in regard to what she can contribute to the community at large and Home Start per se. It's been this type of unfolding . . . " Finally, Ms. Keith feels Elouise has a special touch: "Her relationship with all her families - it's not just this one - is very, very good. It's like a friend's kind of relationship, but business, too, at the same time. Elouise is a good Home Visitor."

THE RENO PROGRAM

It's a pleasure to see a program take hold, and that's what happened in Reno. After considerable dislocation caused by staff turnover, Reno's operation has gelled under the direction of its new Supervisor, Barbara Keith, who came on in August, 1973, after being the Director of a local child care center. Barbara's energy and willingness to try new things has made a great difference.

Reno Home Start is sponsored by the Economic Opportunity Board (EOB) of Washoe County and administered through Jack Peters, Head of the Education Division which supervises both Head Start and Home Start. EOB also operated the EOB Community Health Clinic and in 1970 gained home-visiting experience with a program using VISTA volunteers. Former Education Division head Marie Mills secured Home Start approval in March 1972, but left just as the program was getting underway in September, and Supervisor Mike Greenan took over until Ms. Keith was hired. Currently, there are 6 Home Visitors serving 80 families with a total of 94 focal children. Home Start shares an EOB-funded component called Social Services/Parent Involvement (three people plus a supervisor) to recruit and help families in need. In addition, the program calls on many local specialists for in-kind help.

Barbara Keith arrived to find a haphazard reporting system. "I'd have a Home Contact form lying on my desk and where it said Nature of Visit, the

Visitor would write, 'Oh we had a good visit.' Period. If you're going to have a quality program, you have to have more information than that, which tells you absolutely nothing. Lack of documentation is like a big umbrella - under it comes the blurred role definition of the Visitor, and, if that's blurred, it stands to reason the parents' identification with the program would be blurred. Those two are interrelated." Ms. Keith implemented a whole new management system with redesigned forms and a routine set-up to keep everyone informed. A Daily Performance Chart for Visitors allows documentation on a quarterly and yearly basis, and Visitors were carefully trained in the new system. "Clearer role definition," Barbara asserts, "has increased the performance of the Home Visitor. She is clearer about her role, and parents, I feel, are clearer about their roles."

A second concern was parents. "As far as I know, the parents had little, if any, direct parent involvement outside of their own homes," Barbara points out. The solution, which has demonstrated good parent involvement by attendance figures, was the Home Start Center Based Activity for parents and children. On alternate Friday mornings, at EOB's headquarters, the Home Start and Head Start children enjoy educational activities in the classrooms with the Home Start Visitor who receives in-service classroom management from the Head Start staff. These sessions have been quite successful because they are geared to meet parents needs, requests and suggestions. Spin-offs from this main attraction include Parent-Teacher Substitute Training and Parenting Skill Classes, which are also well attended. Barbara also points out that the parent involvement at Center Committee Meetings and Parent Policy Councils has greatly increased as a result of this initial involvement at the Center Based level.

Parents have been made to feel at home at the center, and they've formed friendships which have resulted in carpooling and which will lead next year to more staff work with clusters of families. In addition, Barbara says, "We're also going to identify those families that really don't need a visit every week. We really have some together families, and a visit one week and a telephone contact the next week may work out." Many gratifying things

are happening. "I now have a mother's committee - this is the most beautiful thing in the world - and they come to me and we get together and have rap sessions at their discretion. We've gotten together and brainstormed things . . ." One spinoff resulted in parent donations of clothes to the program and a mending workshop to get them in shape. A warehouse near the center will soon become a Swap Shop where parents can exchange clothes and those in real need can take what they want. Secondly, Barbara found that many of her parents don't read well, and if she can find enough interest, she'll work with Howard Lesnick of the National Home Start office to develop a basic reading clinic.

In June, staff were ready for their vacations. "The girls have worked so hard this year and really committed themselves, and we're right now experiencing a wind-down. When you're working with people, you're really putting your heart and soul out. You do this every single day, you're dealing constantly with a multitude of problems, and you know, it really wears you out." Barbara is looking forward to this year's program inasmuch as all of Home Start and Head Start are now combined, a true example of center based operations with a home-based component. The emphasis will be placed on parent's involvement in the combined operations and includes joint in-service training in all component areas. What's clear about Reno Home Start is its acceptance in its community and the affection and respect it's won from the families it works with. The program, in turn, respects its parents. Barbara says it best: "We <u>had</u> to get parents involved in our program because I'm firmly convinced that our best evaluators are our parents."

PROJECT HOME START

Binghamton, New York

Case Study

Spring, 1974

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IN BRIEF

Binghamton, New York
Spring, 1974

PROGRAM: Urban

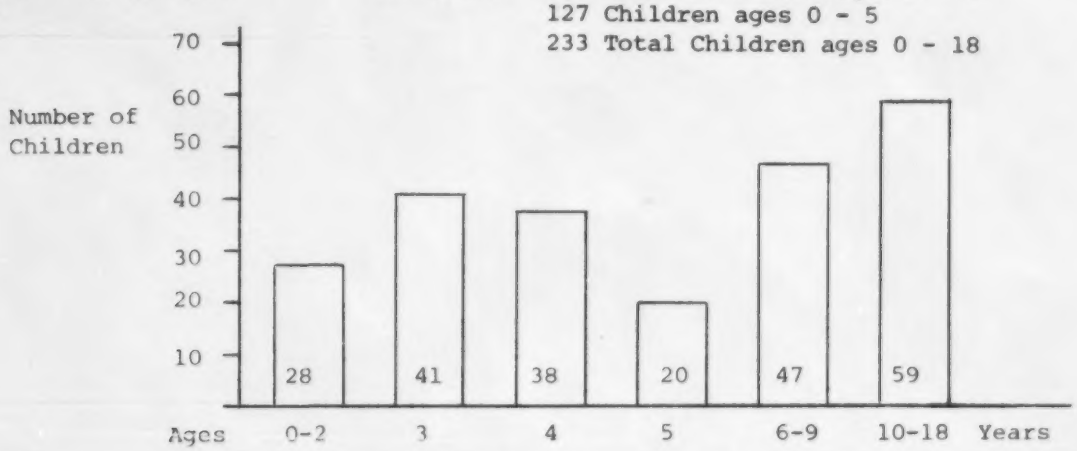
START UP: May 1966

SPONSOR: Catholic Social Services (Delegate)

HOURS: Monday through Friday, 8:00 a.m. - 4:00 p.m.

ENROLLMENT: 80 Families[1]

CHILDREN: 99 Focal Children[2] ages 3 - 5
127 Children ages 0 - 5
233 Total Children ages 0 - 18



STAFF:

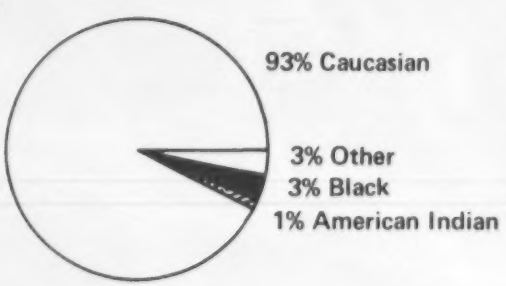
Full Time: 11

Positions: Director, Deputy Director, Home Visitor (8), Bookkeeper/Secretary

Age of Staff:

Under 20	-
21 - 30	3
31 - 40	2
41 - 50	4
51 +	2

ETHNIC MATCH:



Focal Child

Staff

[1]Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2]The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	80
Total Focal Parents	80
Female Focal Parents	80
Male Focal Parents	0

Age of Focal Parents	
Under 20 Years	0
21 - 30	50
31 - 40	27
41 - 50	3
51 +	0

Employment

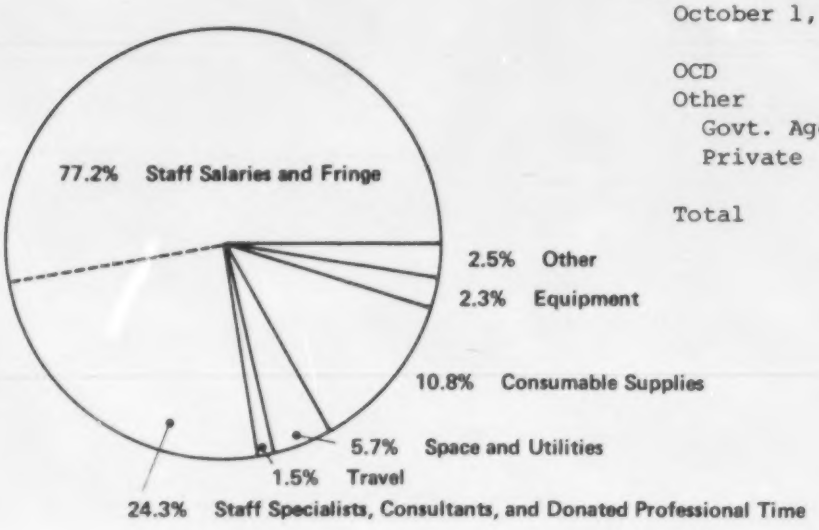
Families with one or more parents employed: 38%

Regular Work: 33% Part Time Work: 4% Seasonal Work: 1%

Annual Family Income

Non-Farm		Farm
6%	Under $2,000	--
45%	$2,001 - $4,000	--
40%	$4,001 - $6,000	--
8%	$6,001 - $8,000	--
1%	$8,001 - $10,000	--

RESOURCE USE[2]



Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$58,563	(69%)
Other		
Govt. Agency	15,719	(18%)
Private	10,803	(13%)
Total	$85,085	(100%)

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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

BINGHAMTON HOME START

THE LEFEVRE FAMILY

"I'm not trying to take credit for Home Start, because perhaps anybody who had really listened to Annette could have helped her," says Deputy Director Hannah McCarthy. Annette, 40, lived with four of her children in a Binghamton, New York housing project, and although she had many boyfriends, she was increasingly depressed. Her apartment was dirty and disorganized, her teenagers were into drugs, and one boy had tried to commit suicide.

"Annette had a very unfortunate background. She has had two or three children out of wedlock and had very little interaction with her children in a meaningful way," Home Visitor Terry Oakland reports. Four-year-old Libby, Home Start's focal child, bore the brunt of Annette's frustration and was frequently bruised in the process. "She was screaming at the child -- really screaming," Terry recalls, "and the child was terrifically intimidated and was responding out of fear rather than cooperation. When I took over the family in January, she told me this was the only way you could treat kids."

"Whenever I'd make any suggestions to her about child discipline, she'd just discount everything I'd say because she felt it didn't relate to her at all. She didn't really need me to come in and tell her these things. But as we talked and got to discuss her problems and she came to have more confidence in me, she'd listen more and more. Just two or three months ago, she came to the conclusion that there were other ways of dealing with children than by severe discipline, and it was really a big step forward."

Terry and Hannah McCarthy both worked to gain Annette's confidence by listening, by being supportive, and by helping improve the physical and psychological environment in the Lefevre household. "After awhile," Hannah says, "when the Visitor went there, Annette began to want to read things. We gave her things on child care, and she loved improving her vocabulary --

using new words really made her feel good." Annette also began getting out of the apartment, meeting her neighbors and dropping in at Home Start. Her self-improvement and the intelligence she's always had led her to new friends and, according to Hannah, "a different type of man."

"Last December," says Terry, "she met a man with whom she could have a meaningful relationship. We discussed that marriage would be difficult for her and for him also, because he had never been married before and they both had the habit of being independent. She came to the conclusion that she wanted him to make the decisions and be the authoritarian figure in the home. I felt this was good, for her to be able to give this responsibility to another person. She'd gotten to the point where she had borne the burdens of being a single parent for such a long time that she was ready to turn the reins over to someone else." Her fiance, a devoutly religious man, happily accepted the responsibilities of a new family. "She married him two months ago, and it really made me feel great. She planned her own wedding, she made her own clothes and the attendants' clothes -- she worked very, very hard on it."

The family moved into Annette's father-in-law's home, and because he had recently had a heart attack, Annette took right over. "She takes care of him just like he's the greatest," Hannah says. "The children are in a nice home, and they're doing well." Terry agrees: "Libby is a delightful little girl, she really is, and the mother works beautifully with her now in the projects I take. They really have a good time together. Annette has accepted a great deal of responsibility for our Mother's Group meetings, and she's worked on the Parent Policy Board. She has really taken an active part in Home Start.

"Annette is really an intelligent person. I think Home Start helped her be more objective about herself and about what she wanted for herself. Talking with her about the different phases of her life and her problems helped her realize that there was something in life beyond what she was experiencing."

Annette herself puts it this way: "I wouldn't go out of my home; finally I gave it a try, and I found I really liked it. It got me out of my own

shell, got me talking to other mothers, and it helped my mental outlook. Home Start is a two-way thing: it's very good for the children, and it's good for me to find that my own problems aren't that earthshaking. It's changed my attitude toward working with my children."

THE BINGHAMTON PROGRAM

Like several other Home Start programs, Binghamton's was built on an existing project, this one operated by Catholic Social Services on behalf of a Community Action program called Opportunities for Broome (County). This Home-Start-style program was initiated in 1966 to work with mothers and children on the city's West Side, but as OEO funds dried up, various projects, including this one, were cut loose to make their own way. Home Start's forerunner limped along for a year until Home Start funding was secured in March 1972.

New guidelines and eligibility standards presented major obstacles in Binghamton, obstacles which have been surmounted only in the past year. Says Director Lou Conn, "People couldn't understand the changes imposed on us by the national Home Start program, and I think a lot of people -- even staff members -- had some resentment over the changes." Mothers who had fought to keep their program afloat were suddenly no longer eligible for it, and although Home Start kept them on for a year, gradually phasing them out, their hostility was a formidable barrier to program unity.

Significant staff turnover didn't help either, but in time, with new families, new Visitors and administrators, the program has gained stability. Deputy Director Marcia Keith left to supervise Head Start, and was replaced by Hannah McCarthy, formerly a colonel in the Army Nursing Corps with training in education, psychology and nutrition. Her firm hand has provided much-needed guidance and support for Home Visitors. "The atmosphere is different," says Lou Conn. "There's a lot of laughter, it's less tense now." Today, there are seven Visitors (soon to be eight), but only one has been with the program for more than a year, and several came on board in January. Home Start is currently serving 82 families with a total of 86 focal children.

When Hannah arrived in October 1973, there were no records on the immunizations or dental care received by Home Start children, and she has now put together a medical records system. Children are also routinely screened for hearing problems at a local rehabilitation center as part of Hannah's preventive medicine philosophy. Training for the new Visitors had to be intensive, and it continues with an hour-and-a-half session most mornings.

Other changes include a small raise in Visitor salaries made possible by dropping the mother's group moderator position. Visitors now lead their mother's groups, and Lou sees this as a distinct advantage: "The thing I like about Home Visitors taking care of their own groups is that they see parents in two different lights -- they see them as individuals in the house once a week, and they also see them interacting in groups. So they can see changes in two respects, and this lends perspective to the overall progress or lack of progress."

Lou says parent meetings are going well, and feels parents understand that the program has a genuine concern for its families. "If things aren't going well," Lou adds, "we'd get backlash at Parent Policy meetings." In addition, in order to develop a basis for soliciting funding from other agencies, Lou put together a parent questionnaire about the program, and was surprised and gratified with parent response. "They wrote extensive comments about the relationships they have with the Home Visitor. Many feel that their lives have changed, that there is unity in their families that wasn't there before. Seeing their comments was great -- they might mean more than a lot of statistical data."

Binghamton community agencies also seem to have accepted the program. They're cooperating well, and welfare workers are now referring families to Home Start. According to Hannah McCarthy, "Social services here used to say, 'You're just duplicating our work,' but pretty soon they were calling me up to ask advice, and then they started asking Visitors to tell parents that social services were more human ...."

Current and future problems include raising staff salaries once more. "With inflation, that last raise is almost wiped out now," says Lou, who is submitting a supplemental three-month budget. "We'll take a look at

the overall 15-month budget and make some changes to try to get that salary up to at least $5000 or $5100." Lou anticipates that as the program begins winding down next year, staff will be leaving for other positions, and home visits may have to be rescheduled, depending on staff left, for every two or three weeks.

It's taken a long time for Binghamton Home Start to find real cohesion and unity of purpose, but Lou feels stability has come. I think what we're doing now is polishing the apple, just trying to refine everything, because we're really there. We're well on our way, I'd say 75%, 80% there -- it's just a matter of putting the final touches on this program."

PROJECT HOME START

Franklin, North Carolina

Case Study

Spring, 1974

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IN BRIEF

Franklin, North Carolina
Spring, 1974

PROGRAM: Rural

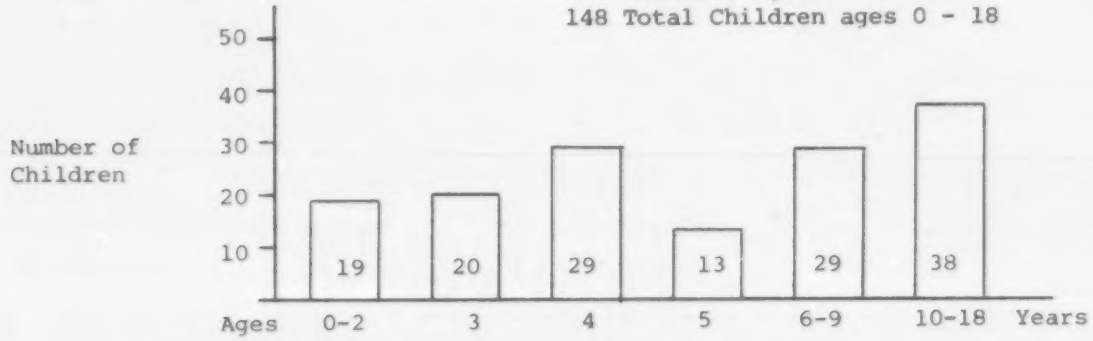
SPONSOR: Macon Program for Progess (Delegate)

START UP: May 1972

HOURS: Monday through Friday, 8:00 a.m. - 4:00 p.m.

ENROLLMENT: 53 Families[1]

CHILDREN: 53 Focal Children[2] ages 3 - 5
81 Children ages 0 - 5
148 Total Children ages 0 - 18



STAFF:

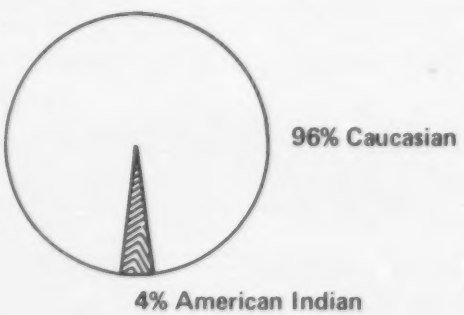
Full Time: 9 Part Time: 2

Positions: Director, Parent Coordinator, Home Visitor (6), Secretary, Bookkeeper

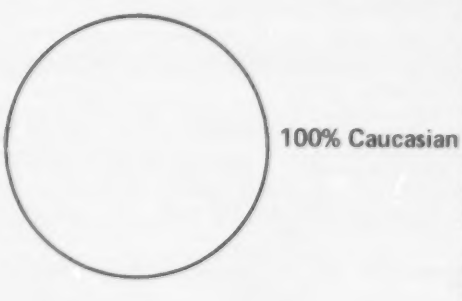
Age of Staff:

Under 20	-
21 - 30	4
31 - 40	4
41 - 50	2
51 +	1

ETHNIC MATCH:



Focal Child



Staff

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[1]Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2]The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	53
Total Focal Parents[1]	53
Female Focal Parents	53
Male Focal Parents	0

Age of Focal Parents	
Under 20 Years	1
21 - 30	31
31 - 40	14
41 - 50	4
51 +	3

Employment

Families with one or more parents employed: 98%

Regular Work: 86% Part Time Work: 6% Seasonal Work: 6%

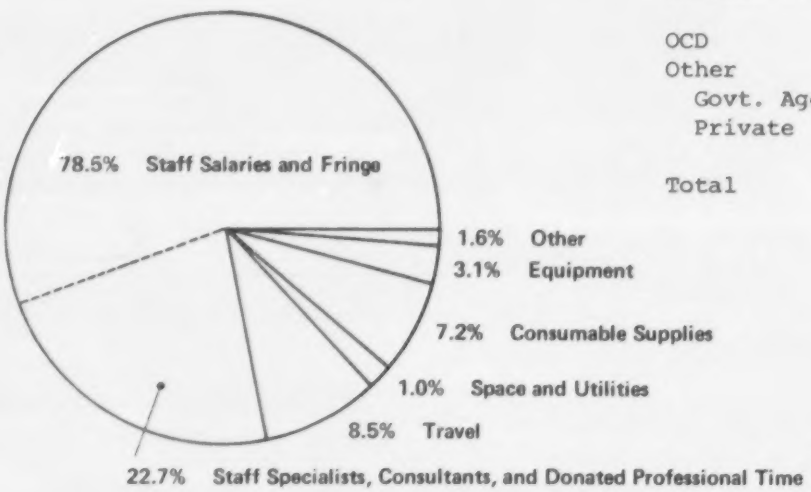
Annual Family Income

Non-Farm		Farm
9%	Under $2,000	--
44%	$2,001 - $4,000	9%
34%	$4,001 - $6,000	2%
2%	$6,001 - $8,000	--
--	$8,001 - $10,000	--

RESOURCE USE[2]

Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$60,359	(91%)
Other		
Govt. Agency	3,798	(6%)
Private	2,412	(3%)
Total	$66,569	(100%)



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[1]The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2]Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3]To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

NORTH CAROLINA HOME START

THE BIXBY FAMILY

When Will and Cindy Bixby and their two children moved to Neguassa, near Franklin, they had recently joined Home Start and were assigned Home Visitor Connie Smith. "Robbie didn't talk at all," Cindy says, referring to her older child, who was four at the time. Cindy seldom got out of the house and spent much of the day watching television, dealing with Robbie and two-year-old Dana only when necessary. According to Connie, "she didn't talk with the kids or work with them at all -- she really didn't understand that she should." Untreated emotional and physical problems combined to make her lethargic and absent minded -- she seldom swept the floor or bathed the children.

To reach this family, the Home Visitor had to drive twenty-five miles through the mountains, over dirt and rock wagon roads. The house had been condemned and debris in the well made the water unusable. It was a couple of months before it could be cleaned out and the water declared safe by the health department. In the meantime, the family hauled water. "It was terrible," Connie recalls. "The house was almost down, and they had big rats. The kids were bitten. I gave them a couple of cats to get rid of the rats, and that solved that problem, I think. But it was no place to bring up children."

The Macon Program for Progress which sponsors Home Start offers a variety of services, and one of them is self-help housing. Connie got the Bixbys interested and then sent a representative to explain the program. The family decided to join and were soon working on a home of their own. Problems cropped up along the way: Will was hurt on the job and was unable to work. "I worried about the children -- they didn't have any food and they hadn't been getting food stamps. I'd talked to Cindy about it," says Connie, "but they just hadn't gathered the information they needed to get stamps." Connie helped them apply for the few months' assistance they needed. Money got so tight in the household that the Bixbys couldn't pay

their light bill and were afraid they'd be cut off. "We discussed it", Connie recalls, "and neighbors made up the money." A few months ago, after a year of work, the Bixbys moved into their own, self-help home -- "a beautiful house."

While the building was underway, Connie was working with Robbie whose slow speech development was a cause for concern. She arranged to have her evaluated at Western Carolina University 25 miles away in Cullowhee: "They told us that she needed to be talked to, and we got the mother to do this. The child by no means talks well yet, but you can understand a lot of the things she says. She works with her now a lot, and it shows. Director Esther Cunningham agrees: "I can testify how far they've come. The last time they went to the dentist, the mother was talking with me, the two little girls were talking with me, and we were singing and playing games as we went up the road."

In addition, both mother and children had health problems which needed prompt attention. With the Home Visitor's help, heart murmurs were identified, prescriptions for eye glasses were filled and measures were taken to correct the young mother's anemia.

Cindy needed a chance now and again to get out of the house, but like many men in this region, Will disapproved of his wife having an active social life. As he got to know Connie and came to accept Home Start, he softened his stand and Cindy is now attending parent meetings, picnics, and other program events. "He's more willing for her to go now," Connie feels, "to get out and do things and mix with other people, which is good for her. She was really withdrawn and depressed. It helped her to see other children and their parents and see that you <u>can</u> work with your own children."

By putting the Bixbys in touch with local agencies like food stamps, self-housing and others and by showing them how to obtain health care and social services, the program feels it has accomplished one of its most important goals, to help families to future independence. "They know now how to contact other agencies for help, even though we won't be there," says Esther Cunningham.

Cindy Bixby feels Home Start has made a difference. "It's helped Robbie and me," she states. How? "Well, Robbie talks now," she says simply. For Robbie, who'll go to school next year, that's quite a difference.

THE NORTH CAROLINA PROGRAM

"These are my people," declares Esther Cunningham, "I love them, and I love to see them lifted up to find a better way." Esther is a former elementary school teacher who took over as Home Start Director in mid-January after Shirley Young resigned. Although relatively new to the program at the time of this visit, Esther seemed to have worked hard to meet her families, streamline and improve Home Start administration, and win the confidence of the Franklin community.

Former Home Visitor Geralene Henry is now Parent Coordinator, while Frances Bradley continues as the program's nurse. Both are warm and competent women who have a special gift for working with families in this southern Appalachian region. "Mountain pride" is a very real barrier to social service delivery, and wherever possible, the emphasis is on self-help.

North Carolina Home Start is sponsored by a Community Action Agency called Macon Program for Progress. Macon County Head Start provided one of the nation's first home-based educational programs when in 1967 it hired Geneta Rogers to visit isolated families. In 1970, Ms. Rogers took over as Head Start Director and hired Shirley Young as Head Start Visitor. When Home Start funding became available in March 1972, Shirley became Home Start Director and got the program operational by May. She resigned in December 1973 when her husband accepted a position out of state, and Esther took over a month later. Four Home Visitors are now stationed at Home Start headquarters in Franklin, with two more in the outlying towns of Highlands and Nantahala. There are currently 70 families enrolled in the program, with a total of 70 focal children.

Recent changes in the program include the expansion of office space for all Home Visitors and a revision of the overall lesson plan in the wake of a visit to the Dardanelle, Arkansas Home Start program. "It paid for us to go to Dardanelle," says Esther, who feels the new goal- and objective-oriented lesson plans are a real improvement. The program has bought inexpensive binders so parents can keep Home Start lessons for work with their younger children. "They have it all on file," Esther points out. "It's teaching them to be methodical, to be record-keepers."

When Esther took over, her Visitors identified health services as the program's strong point and nutrition as the weakest. "But they're related," Esther says, and she set about upgrading parent and Visitor awareness. The program has distributed nutrition leaflets, and staff are enrolled in a nutrition course offered by Southwestern Technical Institute. A flannelboard story has been devised using the Billy Goat Gruff theme, with each of the goats carrying one of the four major food groups. Staff have put together a cookbook for Home Start families,and the program is also using The Foxfire Book. As Esther puts it, "We're saying, 'Teach the people to use what they have. Teach them that poke salad grows all over the wilds and it's strong in iron. These are mustard greens. Go out and gather branch lettuce and eat it in springtime. Set out tomato plants; they're rich in Vitamin C. . .' We're doing real well with nutrition now. We tell parents, 'We're gonna help you if you get sick, but you've gotta try to keep from getting sick.'"

It's important not to get sick in this region because medical and dental services are scarce, expensive, and difficult to reach. To conserve time and gas during the recent energy crisis, the program began centralizing operations, bringing all those who needed health services to Franklin and then bussing them through the mountains to Bryson City for dental work and Sylva for doctor's appointments. All professional help here is costly, says Esther, "so we're taking advantage of every bit of service we can get." A slight problem cropped up when parents began using local hospital emergency rooms for minor health needs. Nurse Frances Bradley immediately made it clear to parents that Home Start could not help pay for these services when they weren't really emergencies, and gave everyone her home and office phone numbers so parents could call her when in doubt. This solution seems to have worked. Overall, the program does a good job of securing medical and dental help for its families. "The health part of our program excites me," says Esther, "because you can't teach the mind until the body's strong."

Esther and her staff are also working to promote the home-visiting concept. The program has put together a slide show for use in speaking engagements at women's clubs, PTAs and local service organizations. Good newspaper

coverage and radio interviews have spread the word about Home Start and generated parent interest.

Finally, Esther is pleased with the level of parent involvement the program now has, and staff seem to enjoy the social outings fully as much as parents do. For some, the trips by chartered bus to area events represent the first time they've ventured away from their communities, and these activities are especially important for women traditionally shut in their homes, with little access to the world outside their doors.

PROJECT HOME START

Cleveland, Ohio

Case Study

Spring, 1974

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IN BRIEF

Cleveland, Ohio
Spring, 1974

PROGRAM: Urban

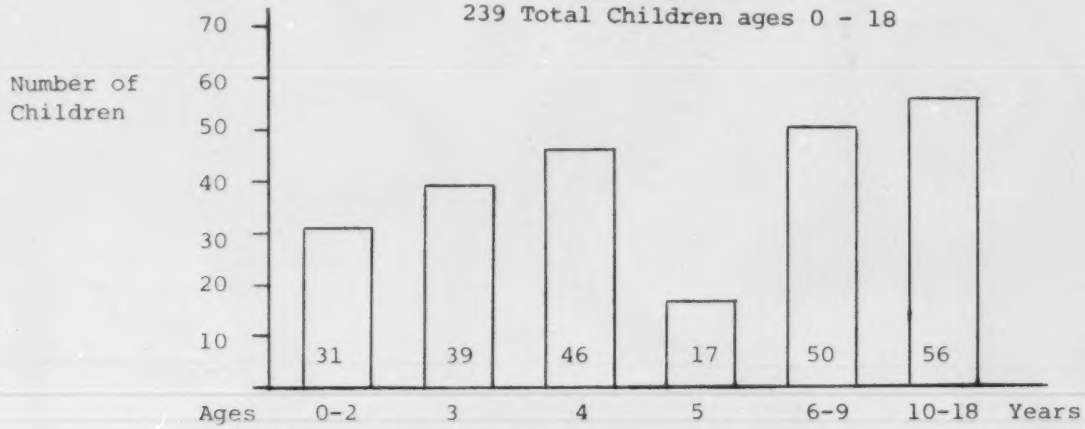
START UP: April 1972

SPONSOR: Center for Human Services Division of Day Care and Child Development (Delegate)
Council for Economic Opportunity (Grantee)

HOURS: Monday through Friday, 8:30 a.m. - 5:00 p.m.

ENROLLMENT: 74 Families[1]

CHILDREN: 91 Focal Children[2] ages 3 - 5
133 Children ages 0 - 5
239 Total Children ages 0 - 18



STAFF:

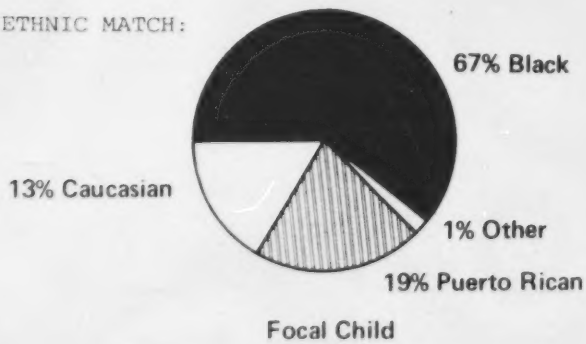
Full Time: 11

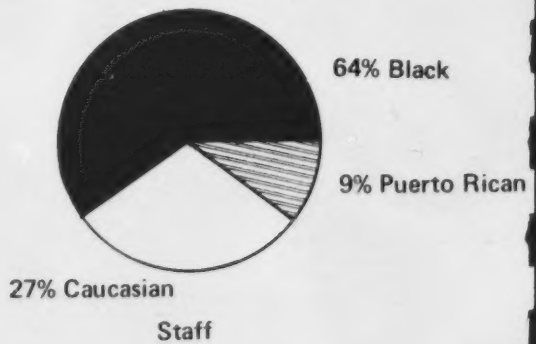
Positions: Director, Program Coordinator, Education Coordinator, Home Visitor (7), Secretary/ Bookkeeper

Age of Staff:

Under 20	-
21 - 30	3
31 - 40	5
41 - 50	2
51 +	1

ETHNIC MATCH:





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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	74
Total Focal Parents[1]	91
Female Focal Parents	73
Male Focal Parents	18

Age of Focal Parents	
Under 20 Years	4
21 - 30	49
31 - 40	28
41 - 50	8
51 +	1
Age unknown	1

Employment

Families with one or more parents employed: 10%

Regular Work: 10% Part Time Work: -- Seasonal Work: --

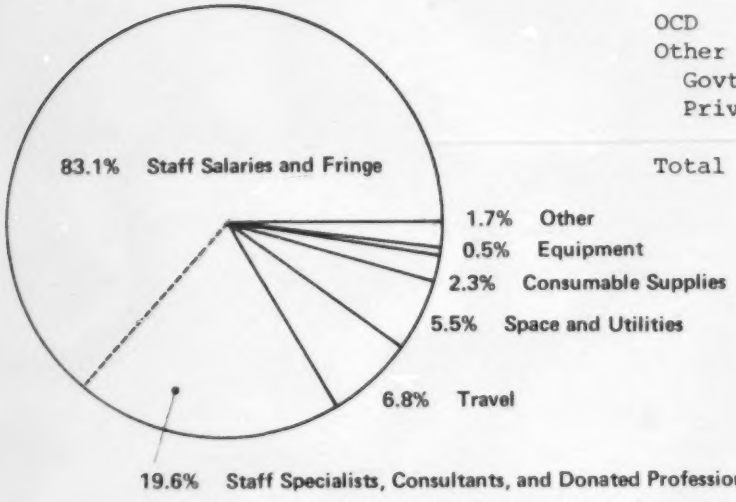
Annual Family Income

Non-Farm		Farm
24%	Under $2,000	--
	$2,001 - $4,000	--
12%	$4,001 - $6,000	--
1%	$6,001 - $8,000	--
--	$8,001 - $10,000	--

RESOURCE USE[2]

Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$83,692	(81%)
Other		
Govt. Agency	6,048	(6%)
Private	13,548	(13%)
Total	$103,288	(100%)



[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

CLEVELAND HOME START

THE NEARING FAMILY

Ella Nearing has a special inner strength, a strength she really needs as a 29-year-old widow and mother of six boys ranging in age from four to thirteen years. She and her family live in the Garden Valley housing project on Cleveland's East Side and were recruited for Home Start in July 1973.

"This mother has a sixth-grade education," says Home Visitor Annie Gordon, "but she's the type of mother that needed just a little push, or motivation, to get her going." Ella was already an active woman, as a parent representative on the PTA, a community representative on the Garden Valley housing project committee, and as a general factotum with the Boy Scouts, in which three of her sons participate.

"We sat and talked for the first three sessions," Annie remembers. "She's the kind of mother that wants to do great things. She wants to help her children in any way she can, and help herself. We couldn't get anyone to be our Parent Policy Council representative for our parent group, so she volunteered. She said, 'I don't know if I can do the work because I'm a very slow writer.' I told her, 'You have a good memory, and even if you can't write fast or can't spell, just jot down things and when you get home, get out your dictionary.' I also told her to take her Home Start notebook and not to be ashamed if she had to look through it -- I have to do the same thing sometimes. So from then on, she's been a wonderful representative."

Ella represented Cleveland's parents at the Home Start Conference in St. Louis in March, and it was an important experience for her. She gained more confidence in herself and was able to see how the overall program worked. Says Director Dell Graham, "As we went through the procedures to fly down there -- getting a schedule and a ticket for her -- she was really taking note of all that. So we flew down and she said to me, 'You know, I've

always wanted to travel. I never have flown, but I didn't want anybody to know it.' A while after that, she called in and she said, 'I'm going out of state to visit some relatives and I don't have a lot of time, so I want to fly and now I know how to do it."

When her local ward needed a committeeperson, Ella was persuaded to run, and she won. "She had doubts," Annie says, "and we talked about it. She really worked, she really got out and talked to her neighbors and her ward. She got literature on the duties of a committeewoman and she went to committee meetings to get to know the people. Councilwoman Clara McQuenton really helped her a lot. It wasn't that Ella doubted herself, but she wondered, 'If I get it, how am I going to do an effective job with my children?' So I explained to her that her son was old enough to go to Head Start, but he could still stay in Home Start. Even though we'd have to change the days or the time for my visit, we'd do that. Even if it was after working hours, I'd visit then so she could continue in the program. She did feel kind of inadequate due to her education, and I more or less talked to her about determination. I knew she could do it."

A younger sister and her child have moved in with Ella to help out, and Mrs. Nearing will be going to school three hours a week and carrying on as many of her other activities as possible. "She doesn't want to get out of the program, and I think that's wonderful," Annie says. "Home Start, as she will tell you, has really helped her. In so many programs, the staff don't have time to be bothered with the Home Visitor, but my supervisor, Lynn Nichols, has been a great help, and we can go to our Director any time; we have a wonderful one."

"Ella obviously had a lot of strength when she came to the program," Dell Graham points out, "but I think some of her confidence is a result of her participation in Home Start. She was able to go out and say to her neighbors, 'Look, I think I can do this job, will you vote for me? ...." Annie Gordon describes Ella Nearing as a pleasure to work with: "She's on the go all the time. And all her boys are wonderful children. Sometimes on Saturday they come over to my house and help me with my work, and we have such a wonderful time. They're a tribute to their mother. She's such a wonderful mother."

THE CLEVELAND PROGRAM

Cleveland has long provided day-care services to its families, and Home Start was able to draw on that store of experience from the beginning. Since 1882, the Day Nursery Association (DNA) of Cleveland had offered day-care and family services in both home and center settings. In 1965, at the request of the Council of Economic Opportunity of Cleveland, DNA developed Home Start's forerunner, the Family Day Care Homes and Centers program. By 1970, the city had incorporated a number of its programs -- DNA, Homemaker Service, Traveler's Aid, Family, and Youth Services -- under the aegis of the Center for Human Services. In March 1972, the Center's Division of Day Care and Child Development secured Home Start funding, and the program got underway a month later.

Home Start's original Director, Mary Martin, soon moved up to become Assistant Director of Day Care and Child Development, and was replaced by Dell Graham, formerly Program Coordinator, who has a Master's degree in Social Science Administration. Now Dell has taken another job as Program Director for three OEO programs, and is currently Acting Director, devoting as much time as she can spare to the program. Coordinator Lynn Nichols handles day-to-day operations and directly supervises three Visitors. Dell and Education Coordinator Ruth Correll both supervise two Visitors in addition to their other duties. Ruth is also leaving the program this summer, and the loss of two administrators has affected staff morale.

The program has seven Home Visitors (there were eight, but one position was dropped to raise salaries for the rest), and five of these women have been with Home Start from the beginning, working out of six satellite centers in the neighborhoods they cover. While a few Anglo families from Cleveland's Appalachian population have now been recruited, the program still serves primarily Spanish-speaking and black families from low-income neighborhoods on the city's East and West Sides. Currently, there are 74 families with a total of 93 focal children in Home Start.

Changes include the addition of a podiatry clinic to the program's health services, which have benefitted significantly from the cooperation of local physicians. The program's East Side pediatrician is now participating in in-service training sessions which are held two mornings a week rather than

the all-day arrangement formerly used. Local universities (Cleveland State, Case Western Reserve, and Cleveland Community College) are also involved with Home Start through their Schools of Nutrition and Social Work.

Dell Graham sees increased parent participation both at home and in the program's Parent Policy Committees. "Our parents want to work for the program even after their children are out. They help chaperone, they transport families, they recruit for us, and they volunteer in the center-based part of our program. There are also slots for policy committee involvement of non-Home Start people." Through committee and council activities, parents are gaining a realization of their rights, and this awareness is now being felt in schools and neighborhood programs. "They've also come to the point where they'll argue now -- they have the courage to disagree," Dell states.

In April the program's parents and staff hosted a day-long community workshop and dinner dance for everyone -- all Home Start families, community agency staffs, and friends of the program. "They really pulled off a big affair, and I think everybody left having discussed and learned -- particularly in the workshops we had on early child development and working with groups. These workshops were built around the requests of parents -- what they wanted to learn, and what they wanted their friends and their husbands to know about the program," says Dell. "We invited all the Head Start Directors to tell their parents to come. I'm sure we did some recruiting there, because people said, 'Oh, gee, how do you get into this program?'

The only problem in evidence at Cleveland Home Start is the uncertainty staff feel with the loss of two of their three supervisors and the withdrawal of federal support in another year. Dell feels she is making progress in securing funding for the program's future, and is working hard to reassure her staff.

PROJECT HOME START

Harrogate, Tennessee

Case Study

Spring, 1974

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IN BRIEF

Harrogate, Tennessee
Spring, 1974

PROGRAM: Rural

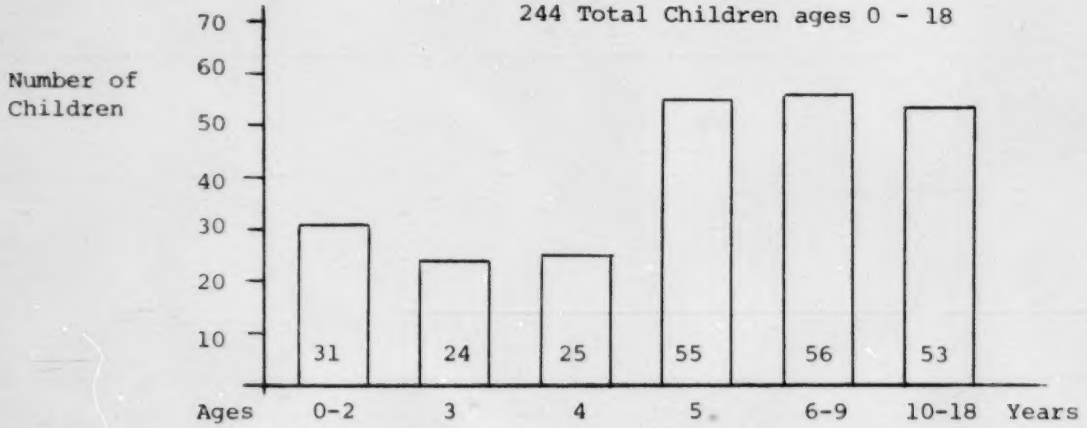
SPONSOR: Clinch-Powell Educational Cooperative (Delegate)

START UP: June 1972

HOURS: Monday through Friday, 8:30 a.m. - 4:30 p.m.

ENROLLMENT: 77 Families[1]

CHILDREN: 89 Focal Children[2] ages 3 - 5
135 Children ages 0 - 5
244 Total Children ages 0 - 18



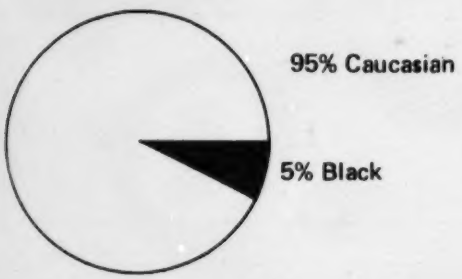
STAFF:

Full Time: 9 Part Time: 2

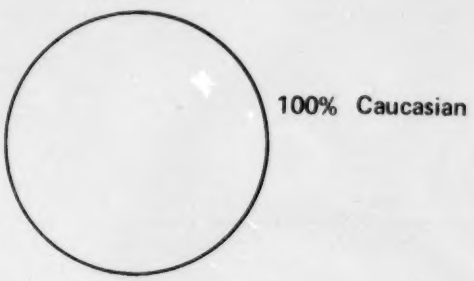
Positions: Director, Supervisor, Home Visitor (5), Nurse, Curriculum Specialist (2), Secretary

Age of Staff:	
Under 20	-
21 - 30	4
31 - 40	6
41 - 50	1

ETHNIC MATCH:



Focal Child



Staff

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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	77
Total Focal Parents[1]	143
Female Focal Parents	81
Male Focal Parents	62

Age of Focal Parents	
Under 20 Years	2
21 - 30	78
31 - 40	39
41 - 50	18
51 +	6

Employment

Families with one or more parents employed: 74%

Regular Work: 58% Part Time Work: 9% Seasonal Work: 7%

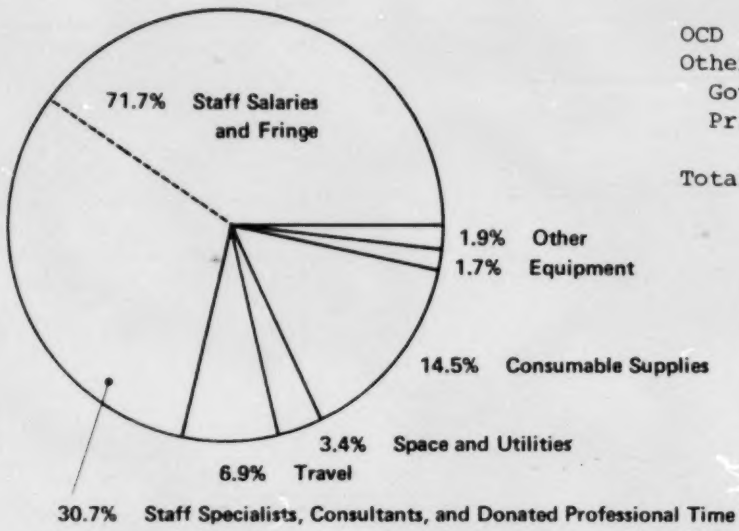
Annual Family Income

Non-Farm		Farm
21%	Under $2,000	--
53%	$2,001 - $4,000	1%
25%	$4,001 - $6,000	--
--	$6,001 - $8,000	--
--	$8,001 - $10,000	--

RESOURCE USE[2]

Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$73,255	(90%)
Other		
Govt. Agency	4,293	(5%)
Private	4,347	(5%)
Total	$81,895	(100%)



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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

TENNESSEE HOME START

THE LYMAN FAMILY

Cindy Lyman thought Home Start might be good for Rose, her 4-year-old daughter. Cindy, who grew up in Campbell County, had never been in any kind of program when she was young, and indeed her family seems to have paid her scant attention. Her first illegitimate child was born when she was 12 years old, in the fifth grade. "From there it just went to worse," says Home Visitor Verlene Evans. "She didn't take care of the children, and just had one after the other." In all, there were five children when she married George Lyman, and they've since had three of their own. George works on a regular basis, but it's been a struggle to house and feed such a brood.

Before she joined Home Start, Verlene reports, "Cindy had no interest in her children, whether they were clean, or went to school, and if they did go to school whether they made good grades or bad grades. You'd see those kids and you'd wonder if they'd got anything to eat or if they'd been bathed in a week, or if their mother ever took them to a park .... She just never took 'em anywhere. Rose was real withdrawn. She'd been left home so much she felt that was the only place she was safe."

At first, neither Cindy nor Rose would participate in Verlene's educational activities. "I sat there and talked to myself for a month. I'd just go on with the home visit, just like Mrs. Lyman was answering. Then she got so she'd say, 'Rose, you know that, tell her.' She just started like that, you know. And then she started telling me problems she'd had. She told me about her family, the way she was raised. I don't guess she really thought she could do any better. That was just her way of life and she accepted it. She's really found out that she could change, and she <u>is</u> changing."

Cindy took Rose a couple of times to the program's mobile van for classes, but the girl seemed unhappy, so Cindy gave up. Verlene suggested that if

Cindy would stay with the girl for a few sessions, Rose would see her accepting the experience, and she'd accept it too. "Now Rose just loves it," Verlene reports. "She has a fit when she can't go." The other Lyman children also like their Home Visitor, and hustle out to the car to help bring her materials inside.

Cindy receives welfare assistance for the five older children, and Verlene helped her get a medical card from the welfare office. "One of the boys has a hearing problem. He's high-school-age, but she never took him to a doctor because she didn't have any money. Since they got this medical card, they took him to the doctor, and he sent him to a specialist who might can give him some help. And they put glasses on two or three of the children."

"She's just showing more interest in her children now. Her oldest son graduated from high school last year. He was wanting to go to college, but Mrs. Lyman didn't have any money to send him, and she just thought it was a lost cause." Verlene sent the boy to his guidance counselor, who helped him apply for both a grant and a loan: if one doesn't come through, the other will. The boy also needed money for a physical before he could be admitted to college, so Cindy and Verlene talked a local merchant into giving him a job. "He was such a good worker they're still letting him work there, and he's buying some clothes," says Verlene.

"Before, Cindy wouldn't do anything, and now she'll even go over to the school and talk to the teachers about her other children's grades. You know, a lot of times children may can learn things in school, but if nobody's interested in you or nobody cares, you don't make any special effort. Mrs. Lyman thinks more of herself now. Maybe the first two or three children she had, she was too young to know if she was making a mistake. To see her straighten up, take an interest in her children, see that they have clothes and meals and somebody to stay with them when she isn't there, it's a real difference. She gives the program credit for everything -- for the change she's made toward herself and toward her children. And the little girl -- oh, you wouldn't believe how she's changed. Desmond, my Supervisor, visited three or four weeks ago, and really, we couldn't get

anything done, for her telling him how great the program was and how it had helped her."

THE TENNESSEE PROGRAM

Tennessee Home Start operates in Campbell and Union Counties, in the heart of the Cumberland Mountains of eastern Tennessee, just north of Knoxville. Headquarters are located in Harrogate, on the campus of Lincoln Memorial University, just outside the program's service area. Five Home Visitors (one in Union and four in more populous Campbell County) serve a total of 78 families with 88 focal children. Each Visitor carries an average of 15 families, an unusually heavy caseload.

This Home Start program is administered by the Clinch-Powell Educational Cooperative (CPEC), an organization developed by four county school systems in 1970 to permit joint projects no one county could afford. CPEC's Early Childhood Education division operates two home-based programs, one of which is Home Start, the other an earlier program developed by the Appalachian Educational Laboratory, using Title III funds, which is strictly educational in scope. Both programs use a mobile classroom which moves from town to town, providing materials, films, and opportunities for isolated children to have group experiences.

Director of CPEC's Early Childhood program, Bill Locke, left in July 1973 to work for the State Department of Education, and was replaced by Dr. Frank Skinnell, who was formerly the Director of the Staff Development Project at CPEC. Home Start Supervisor is now Desmond Tarter, who replaced Sue Suppiger in June. One Home Visitor has been replaced, but Elizabeth Shuford continues to operate the mobile classroom, and nurse Kathy Poutsch coordinates Home Start's health and nutrition components. Mrs. Helen Skinnell, a curriculum specialist, is half-time with the program, while Aunt Ruby Raley, a retired elementary school teacher, operates crafts workshops for parents, donating her time. Tennessee Home Start uses the Captain Kangaroo television show as part of its curriculum, and the Captain himself, Bob Keeshan, is particularly interested in this project and talks with Helen Skinnell from time to time.

As with most other Home Start programs, Tennessee's parent participation started tentatively but has picked up steadily in the past year. Parent involvement, says Frank Skinnell, "was certainly partially a matter of time, of parents getting accustomed to the idea. But the thing we've done this year -- done a better job of, I should say, than previously -- is in doing activities with the parents, having parents come together as a group for various kinds of workshops and activities. They're getting more involved and more helpful. The effect of this has been that parents have had an opportunity to compare notes and in effect reinforce each other. It's had a very positive effect on parents. I think there's also been a lot more enthusiasm on the part of parents working in the program." Parents are not only meeting more often, but they're planning their own meetings, participating in the program's in-service training, and gaining self-confidence as they find they can teach their own children. Parents report they are now talking with their kids rather than at them.

Staff receive incentive pay for taking credit courses at a local community college, and are getting teacher's aide certificates which can be followed in the second year with an Associate in Arts degree. Visitors now plan their own in-service training and choose the consultants they feel they need. Despite the heavy caseload, Visitors seem enthusiastic about their work.

Using their personal cars, these women put in long days, transporting families as well as visiting them. Says Desmond Tarter, "With the physical and dental examinations, we almost have to transport them -- we're forced to if we want to get them done, because in most cases the families are one-car families, and if one parent works, there's no means of transportation. So we provide, I'd say, 90 percent of the transportation for physical exams and dental work, and we even do it for parent policy meetings. Since the Home Visitor's going anyway, we ask those families who need transportation to please contact the Visitor." When children can't get to the mobile classroom, parents form car pools. The children get classroom experience while parents attend sewing, cooking, toy repair or crafts workshops at a nearby center during the same time period. "We purposely had the center program on Tuesday morning so we could cut down on transportation problems, and it's worked out very well," Desmond reports.

When Home Start's pediatric consultant, Dr. Sarah Sell, recommended action to eliminate serious roach infestation in some homes, the program contracted with an exterminator for monthly visits to the affected families. Visitors report parents are really pleased with the results. The real problem, of course, is the quality of housing, and Desmond Tarter feels Home Start can't change this situation: "It's almost impossible to get some of these families out of these inadequate quarters or homes and into these projects, you know, even though they're qualified, because there's such a long waiting list. They'll go somewhere and ask about rent, you know, and they say $100 a month. Well, if they could afford to pay $100 a month, they could afford to own their own home, just about .... They have to take something that is not adequate -- unsanitary, not properly heated -- in order to get the rent down to where they can afford it."

Tennessee Home Start can't hope to solve problems, like housing shortages, that are nation-wide. As a demonstration project, however, it can and does work hard to disseminate its style and substance. Visitors report that they are accompanied on their rounds almost weekly by interested observers, and CPEC itself has made a concerted effort to reach local public school personnel. Frank Skinnell feels local kindergarten and first-grade teachers are shifting to the affective and language development his program stresses, and Home Start now receives requests from teachers for its curriculum material, a significant and appropriate development for a demonstration project.

PROJECT HOME START

Houston, Texas

Case Study

Spring, 1974

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IN BRIEF

Houston, Texas
Spring, 1974

PROGRAM: Rural/Urban

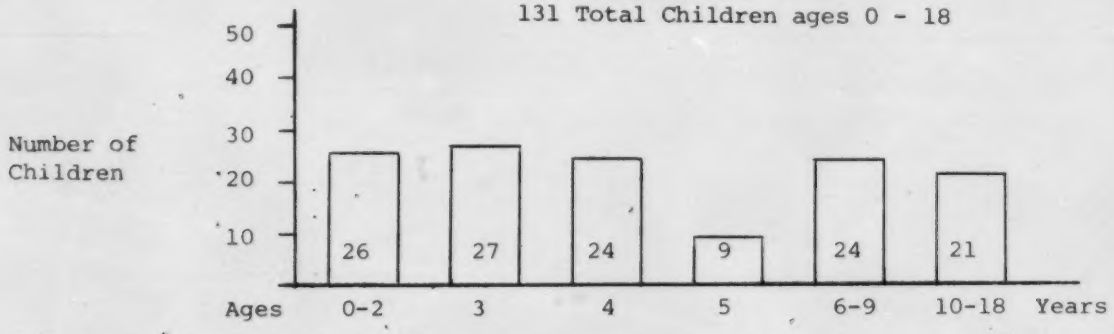
START UP: April 1972

SPONSOR: Houston Head Start (Delegate)
Harris County Community Action Association (Grantee)

HOURS: Monday through Friday, 8:30 a.m. - 5:30 p.m.
(Staff available as needed)

ENROLLMENT: 38 Families[1]

CHILDREN: 60 Focal Children[2] ages 3 - 5
86 Children ages 0 - 5
131 Total Children ages 0 - 18



STAFF:

Full Time: 11

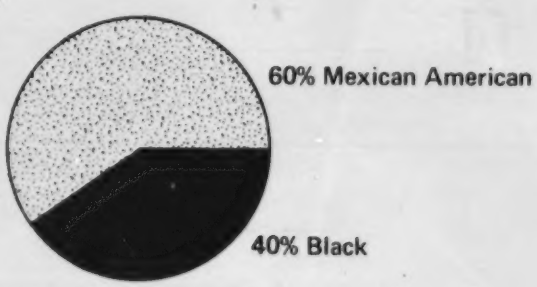
Positions: Head Start Director/Home Start Supervisor*, Program Coordinator, Home Visitor (6), Social Service Coordinator (2), Nurse, Clerk/Typist

* Not paid by Home Start

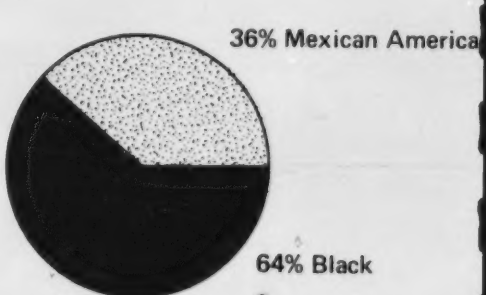
Age of Staff:

Under 20	-
21 - 30	6
31 - 40	4
41 - 50	1

ETHNIC MATCH:



Focal Child



Staff

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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	38
Total Focal Parents[1]	38
Female Focal Parents	38
Male Focal Parents	0

Age of Focal Parents	
Under 20 Years	1
21 - 30	21
31 - 40	9
41 - 50	4
51 +	3

Employment

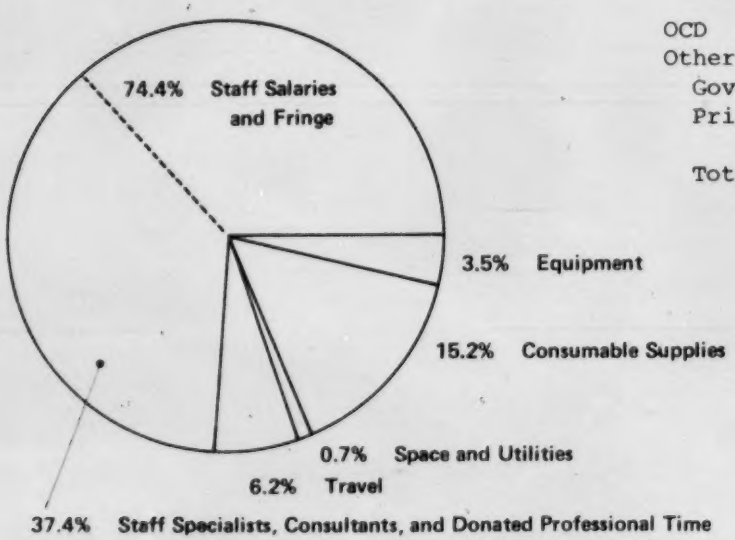
Families with one or more parents employed: 74%

Regular Work: 71% Part Time Work: 3% Seasonal Work: --

Annual Family Income

Non-Farm		Farm
13%	Under $2,000	--
42%	$2,001 - $4,000	--
42%	$4,001 - $6,000	--
3%	$6,001 - $8,000	--
--	$8,001 - $10,000	--

RESOURCE USE[2]


74.4% Staff Salaries and Fringe
3.5% Equipment
15.2% Consumable Supplies
0.7% Space and Utilities
6.2% Travel
37.4% Staff Specialists, Consultants, and Donated Professional Time

Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$76,716	(82%)
Other		
Govt. Agency	9,434	(10%)
Private	7,598	(8%)
Total	$93,748	(100%)

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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

HOUSTON, TEXAS HOME START

THE HENDERSON FAMILY

Disaster hit George Henderson and his family in 1972 when a car accident hospitalized him for six months and left him paralyzed, except for his arms, from the neck down. Because he'd just changed jobs, no company benefits had accrued to see his family through the crisis. It was a rough time, financially and emotionally, for everyone. "At first," recalls Home Visitor Shirley Blackshear, "Mrs. Henderson wasn't so friendly, nor was she used to -- well, I'd say being poor. He'd always had a good job and she worked also. After having your own job and your own money, it's hard to adjust." Mrs. Henderson quit her job to look after George, and George's mother moved in to help care for JoAnn (then three) and Sandra (two).

Home Start Director Ella Guidry visited the Hendersons: "We noticed that Mr. Henderson was very temperamental when we first started working with them, and he wasn't too happy about the Home Visitor or the social worker or the nurse coming into his home. He seemed very disgusted. So we tried to talk to the mother first to find out the problems." Finding out how to help was like pulling teeth for Shirley Blackshear. "At this time, they hadn't really joined me, and I'd have to go in and work directly with the children. When the session was over, I'd get up and go, and that was it. I could try to ask questions and it was just like a door being shut, just like getting nowhere. Then one day, just out of the blue, he began to say a little more, and when he began, this opened the door for Mrs. Henderson. She let me know she'd tried for different kinds of help and had made no headway. They were getting compensation -- $28 or $32 a week -- and the time was up for it, and I think this was what really made them decide to tell me."

Mrs. Henderson had been looking for help for some time, but without a car (theirs had been totaled in the accident), traveling from office to office had been difficult. Says Shirley, "After running to and from the food stamp

place for about six months, they finally gave her food stamps. She had to just put Mr. Henderson in the car and carry him down there to show them he was paralyzed. They only certified her then for three months, and after that for a year. Then it began all over again. I carried her first to the food stamp place, then to the employment, then to the Veterans' Hospital because she had to have the doctor fill out a form ...." After considerable wrangling, Mrs. Henderson and Shirley found a source of income in social security disability. "I don't really understand why they didn't want to give him disability," Shirley states. "He's in his 30's, and I don't know if they were looking at how long they might have to give him social security or what, but they really didn't want to even give it."

Home Start nurse Gladys Patterson and Social Services Coordinator Ruthie Wyatt worked to help George adjust to his disability and, when he showed interest in rehabilitation, arranged with Texas Rehabilitation for evaluation and some basic training. An assured income and a chance to help himself seem to have raised George's morale and improved life for everyone in the family. Shirley is impressed with Mr. Henderson's adjustment: "You know how some people would be resentful or contrary, but he's not that way. He has accepted his disability real well."

After some initial difficulty, the girls have adjusted to their father's illness too. In fact, says Shirley, "He's the one who really teaches them. I work with him more than I do with the mother because she has enough just trying to do things for him. I'll sit and I'll tell him what I'd like for them to do and show him what I'd like for it to look like, and then he'll work with them. I think they're doing real well. With things like writing, if you put the paper right up to him he can even show them how. He can't do cutting things -- the mother has to do that -- but just normal educational things, showing them what 'A' was, or numbers -- he could do that."

Shirley and the Home Start staff have made a real difference in the Henderson home. Says Ella Guidry, "When their father's attitude changed, this even made a difference to the children, as far as accepting the Visitor was concerned." They're happy to see her and sometimes insist on accompanying her on her rounds. "I think," says Shirley, "it's because they don't get to

go out -- their mother has to be there constantly with their dad. When I come, it's a new face."

THE HOUSTON PROGRAM

Houston Home Start serves Harris County, a Texas-sized chunk of land encompassing 2500 square miles and almost one and three-quarters million people. Working mostly with black and Mexican-American families, Houston's Home Visitors reach out to towns as much as 100 miles away from the program's headquarters in downtown Houston.

Sponsor of Home Start is the Harris County Community Action Association (HCCAA), a huge social service agency which operates employment, emergency food and medical, and many other programs. Its Head Start program alone has 38 centers scattered throughout the metro Houston area, and Head Start Director Mr. A. B. Leonard supervises Home Start. Former Home Start Director Janetta Gilliam is now working on a nutrition program for senior citizens also through the HCCAA. She has been replaced by Ella Guidry, a gentle, soft-spoken black woman who was with Head Start before joining Home Start. The administrative transition seems not to have affected the smooth operation of this program.

Several Home Visitors have left and been replaced: there are currently six Visitors on the job. The program now has one, not two nurses, but retains two Social Service Coordinators, one black, the other Spanish-speaking. Currently, Home Start is serving 76 families with a total of 114 focal children. Visitors make one, not two calls weekly, and this has eased the pace somewhat. In addition, Social Service Coordinators no longer make regular visits to families. Instead, they're used as resource people in the office. If the Visitor identifies a problem she can't solve, the family is referred to a Coordinator who knows what community services are available and can help arrange contacts for the family. All staff seem happier with this arrangement.

Ella is pleased with the level of parent participation in her program. Local meetings have established effective parent communication, and the staff now sees parents getting together to demand and make improvements

in their communities. Parent activism means not only a willingness to get involved in community affairs, but also the confidence to seek out resources instead of waiting for services to find them. The latter is highly important in Harris County, where there are many services in urban Houston, but few in the outlying towns.

To make it easier for parents to find the help they need, Houston Home Start is putting together a directory of social services for distribution to its families. "We've done quite a bit in solving the community resources problem," Ella Guidry points out. "Our social service workers are constantly working on contacting different people to find out what's available to Home Start within a direct area and in the city." In the past, staff have found many parents unaware of the services they could use. Says Ella, "They've set up Social Security offices in different areas, and some of the older persons in families we were working with were eligible for some of the things that were there, like the food stamp places, and they just didn't seek them out." As the staff learned the ropes of dealing with state and county agencies, they learned the best way of accomplishing their goals, and this experience is being distilled into the directory they're putting together.

"We're also getting our families more knowledgeable about health and nutrition," Ella feels. When a Home Start child was discovered to have worms, staff had to urge the rest of the family to get checked (several members had also contracted these parasites). "We started working on getting families to go to the health centers and getting a child examined more often. We do physicals once a year, but when there's a need and we can't afford this need, we refer them to the resources that can help them." In the case of the family with worms, the social worker discovered that the family was "only eating what they could afford" -- the father was out of work. The program set about helping him find employment while teaching the family the value of balanced nutrition.

"We're still having a problem with transportation to and from certain areas because of the limited city facilities," Ella states. "Community resources are sometimes out of the areas where some of our families live. Most of the

time, the transportation has to be solved by Home Start. City facilities just don't reach out that far."

Home Visitors for Houston Home Start stress the work they are doing with parents and are delighted with heavy attendance at parent functions. Ella says parents are more aware now of the educational aspect of the program: "Parents seem more excited over the educational component than anything else," she says, and points out that Mexican-American parents are now attending school to learn English.

Shirley Blackshear is a former Home Start parent. Like the rest of her co-workers, she drives many miles each day and provides services above and beyond the call of her contract. Making a difference is important to these Visitors: personal satisfaction comes, as Shirley says, "from knowing I'm able to help in some way."

PROJECT HOME START

Weslaco, Texas

Case Study

Spring, 1974

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IN BRIEF

Texas Migrant Council
Weslaco, Texas
Spring, 1974

PROGRAM: Rural Migrant

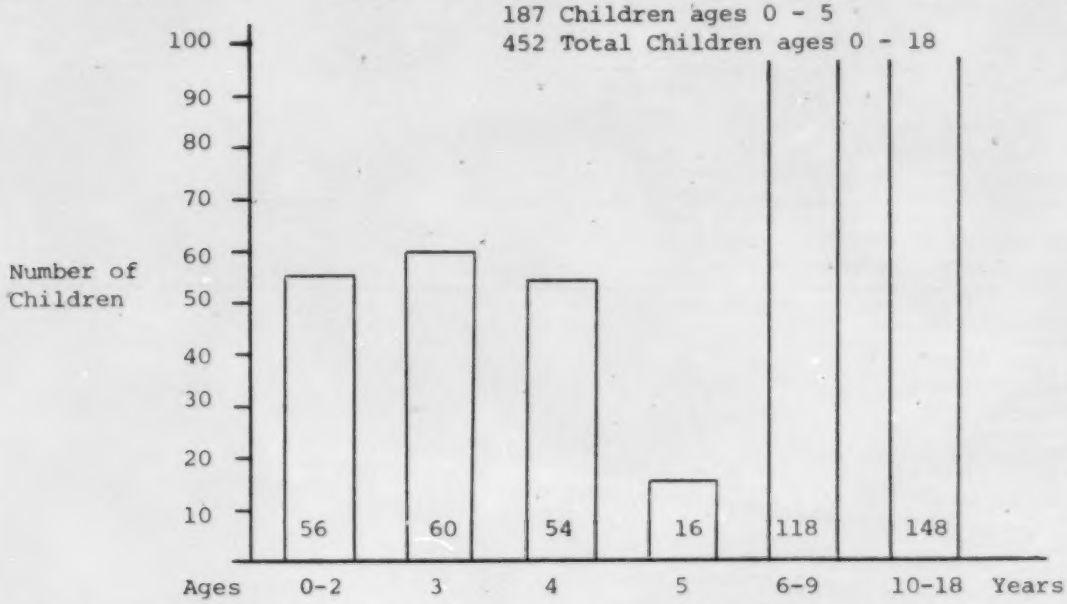
START UP: April 1972

SPONSOR: Texas Migrant Council (Grantee)

HOURS: Monday through Thursday
8:30 a.m. - 5:30 p.m.
Fridays 8:00 a.m. - 5:00 p.m.

ENROLLMENT: 102[1]

CHILDREN: 115 Focal Children[2] ages 3 - 5
187 Children ages 0 - 5
452 Total Children ages 0 - 18



STAFF:

Full Time: 14 Part Time: 1

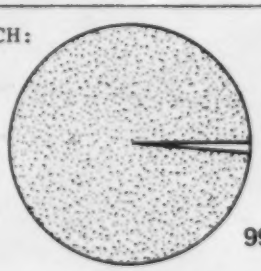
Positions: Executive Director*, Head Start/Home Start Field Supervisor*, Trainer/Coordinator, Home Visitor (11), Human Development Specialist, Nurse, Secretary

* Not paid by Home Start

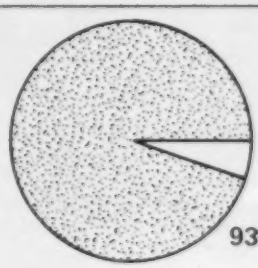
Age of Staff:

Under 20	2
21 - 30	11
31 - 40	1
41 - 50	0
51 +	1

ETHNIC MATCH:



Focal Child



Staff

[1] No data available from Texas-TMC for the quarter ending June 30, 1974. Data reported in this In Brief are based upon the Home Start Information System covering the reporting period January 1 - March 31, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	102	Age of Focal Parents	
Total Focal Parents[1]	102	Under 20 years	0
Female Focal Parents	102	21 - 30	48
Male Focal Parents	--	31 - 40	40
		41 - 50	14

Employment

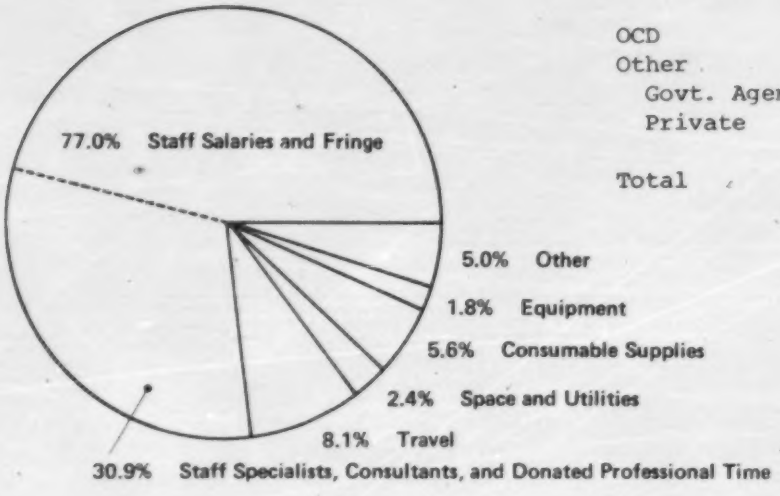
Families with one or more parents employed: unknown

Regular Work: -- Part Time Work: -- Seasonal Work: --

Annual Family Income

Non-Farm		Farm	
6%	Under $2,000	27%	
11%	$2,001 - $4,000	36%	
--	$4,001 - $6,000	9%	
--	$6,001 - $8,000	2%	9% unknown

RESOURCE USE[2]



Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$69,431	(74%)
Other		
Govt. Agency	19,844	(21%)
Private	4,597	(5%)
Total	$93,872	(100%)

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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

TEXAS MIGRANT HOME START

THE GOMEZ FAMILY

"We in our culture have very close family ties," says Home Start Coordinator Estela Aguilar, and this is true of the Gomez family, who live with a cluster of relatives on a farm outside Runn in southernmost Texas. There are four or five houses among the fields of cabbage, corn and sugar cane owned by Mrs. Gomez' brother, and the Gomez family lived with several family members before they bought their own trailer home. Home Visitor Blanca Hinojosa says, "I never suggested to them that there wasn't enough room or anything, but when I came in to do the activities, they felt there was no privacy and maybe they didn't have enough room. Now they have a very good trailer home of their own."

Both parents were at home when Blanca began visiting (Mr. Gomez was unemployed) with their two boys, Juan, four, and Pablo, eighteen months. Juan and his mother were very shy, while Mr. Gomez did much of the talking. It took time to earn the Gomez' trust, says Blanca. "I guess that's the way it happens with most of our parents -- they need to gain enough confidence in you to tell you their own personal problems. It'll take one or two weeks after your first visit. The training we have here helps us a lot in understanding the problems of the families, and we take these ideas into the home. We talked the three of us. I just gave them ideas, and they solved their problems themselves."

Blanca tried to get Mr. Gomez into a federal training program in nearby Harlingen, but the family couldn't afford the attendant expenses. After he found work as a plumber, Home Start, through contacts with a project called MACEP, helped him apply for a program aimed at teaching people how to set up their own businesses. Mr. Gomez is now planning to go to Austin and get his plumber's license, and in order to keep the job he now has, he'll stay home instead of going north as a field worker this summer. Mrs. Gomez is expecting her third child this summer as well.

THE TEXAS MIGRANT PROGRAM

While each Home Start demonstration program has its own unique setting or style, the Texas Migrant Council's Home Start operation is something special because it's run by Chicanos, for Chicanos, and it's tailored to the needs of those caught up in the migrant stream. Headquartered in Weslaco and serving families in Hidalgo County at the southern tip of Texas, TMC's Head Start and Home Start staffs combine in summer to move north with their families as they harvest this country's crops. From October to May the program makes home visits like any other Home Start site.

A great deal has been written about the vicious cycle of migrant life, and TMC's Home Start families are subject to the same pay scales, living conditions and indignities experienced by their counterparts throughout the United States. In 1969. OEO's Indian Migrant Division funded a Texas Migrant Mobile Head Start project to work with transient children along the migrant stream. A network of educational way-stations have been established, and in 1971, this project was taken over by United Migrants for Opportunity, based in Michigan. Shortly thereafter, at the Texas end of the stream, the Texas Migrant Council was established to administer Head Start. And in March 1972, TMC secured Home Start funding.

Estela Aguilar directs day-to-day operations for Home Start and reports to TMC Executive Director Oscar Villarreal who is based in Laredo. There are now 11 Home Visitors, many of whom were new in the fall, and the program is fortunate in having a male Visitor. Another Visitor is a former Home Start mother. The program also has the services of a human development specialist, Hector Trevino, and a new nurse, Aurora Caceras. The R.N. previously used by Home Start has moved out of state. With a total of 102 families and 131 focal children, each Visitor serves an average of 12 families, up from 8 families in the spring of 1973.

Program headquarters in Weslaco are now closer to the food stamp distributor, and thus more accessible to parents. Other changes include establishment of five parent meeting places in various communities and a scheduling change for these meetings to accommodate everyone's needs.

"I told Mrs. Gomez at the beginning that we'd be bringing information on the agencies that would help them out, but that we would only take them twice to an agency, and they were supposed to go on their own thereafter, with this family, I don't have any problems. I explain about an agency and they go on their own. Mr. Gomez will leave his job for an hour or two and take Mrs. Gomez wherever she needs to go -- to the food stamps or the doctor. Both parents know English and don't have difficulty in communicating." Best of all, Blanca feels, "they don't depend on me anymore."

Both parents have taken an active part in working with the children, and they are described as excellent teachers. Says Estela, "Mrs. Gomez does the home visits like a professional, like she's a teacher. She knows the right questions to ask the child, and she's very efficient." When he comes home from work, Mr. Gomez helps too. "To me," says Blanca, "that's very important, both parents together helping the children. Thus, Juan can see that both parents care about his learning." Juan knows his colors, shapes, and numbers, and is working on the alphabet. Both boys are bilingual, and most important, Juan is gaining the independence and social skills he'll need when he goes to school.

The family had little involvement with parent activities their first year, but have gradually joined in. Mr. Gomez became chairman of the Parent Advisory Council this past year and has done an excellent job of organizing parent meetings and functions. Says Estela, "That's one of the things that makes me feel really proud of the family, that even though we won't be here two or three years from now, he knows the process of how to raise money for a scholarship, he knows how to run a meeting, and I think that's more important than his doing it for Home Start -- that he knows the process, so he can go to a school board meeting and he knows the procedures.

Estela feels Mr. Gomez' involvement is very important for his children as well: "If he's providing a model for the child and being an active parent socially, and doing a lot of things on his own -- not needing a Home Visitor -- the child is seeing that image of his father, which is a teaching experience a child will never forget."

Although the Baptist Church sponsored a dental clinic for Home Start last year, the program encountered great difficulty getting families to the site: Few parents have cars, bad weather turned the roads to quagmires, and the distances were just too great. This time, Estela leaned on Public Health Region 10 for help. "It was really a matter of sitting down and telling the dentist, 'This is what we need and this is what we want,' and insisting on service and reminding them of our needs. This is the type of work they should be doing, but they should have a bigger staff -- one dentist for a region is pretty thin." The Region 10 dentist screened children, teenagers and parents in local schools and churches, distributed toothbrushes, and provided staff with training. "He said after the screening he would contact other dentists, but time is short in our program and we couldn't wait for him." Estela and the program's R.N. contacted local dentists in San Juan, Donna, Weslaco and Mercedes to arrange follow-up work for families.

"Last year we had problems getting the parents involved in parents' meetings -- it's difficult, with this large area, having some parents travel 20 miles of lonely roads. So what we did was, we had workshops, which are held at centralized locations near larger colonies that we're serving. We'd discuss the education of the children, and show filmstrips on health, nutrition, arts and crafts, parental involvement, hygiene and social problems. We also do activities not for mothers, but activities geared toward getting fathers interested in attending workshops, for example, making chalkboards for the children, clipboards, potholders, decoupage, and other crafts. Transportation is provided. This year we have had a tremendous amount of parent involvement compared to the first year. Our area meetings were held in the homes of parents or a Home Visitor. Weekday meetings are poorly attended because of the type of labor the parents do and staff attend college two nights a week, thus, Sunday is the best time for the meetings.

Even the teenagers, in the program's families, have gotten involved in parent activities, such as raising $500 for a scholarship. The community has also become interested in the program: A recent Home Start bazaar netted many contributions from local merchants. Staff see increasing

cooperation from social service agencies, and report that Head Start and public school teachers are pleased with the Home Start products entering their classrooms.

"Parents are willing to obtain services they wouldn't have received before," Estela points out, "and they're starting to demand services." Because the program will be most likely phased out, Texas Migrant Home Start must make its families independently strong, and this appears to be happening. The proof? "Parents are even making referrals for their neighbors," Estela states, "and this has created a ripple effect in health matters, nutrition and education especially, in the quality of education their children are receiving. It's an excellent sign."

PROJECT HOME START

Millville, Utah

Case Study

Spring, 1974

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IN BRIEF

Millville, Utah
Spring, 1973

PROGRAM: Rural

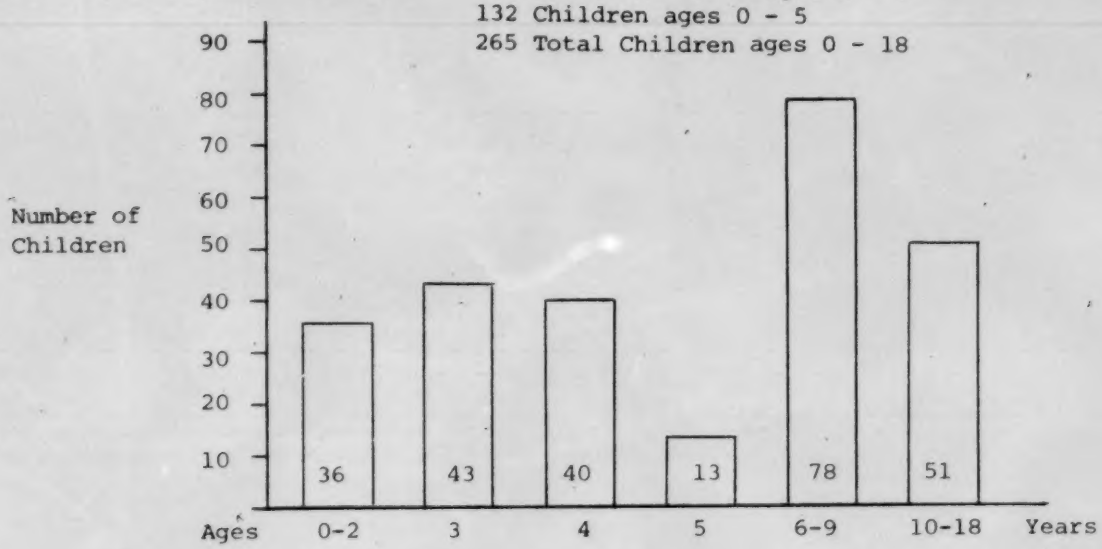
SPONSOR: Northern Utah Community Action Program

START UP: April 1972

HOURS: Monday through Friday, 8:30 a.m. - 5:30 p.m.
Family Educators available at all hours

ENROLLMENT: 74 Families[1]

CHILDREN: 81 Focal Children[2] ages 3 - 5
132 Children ages 0 - 5
265 Total Children ages 0 - 18



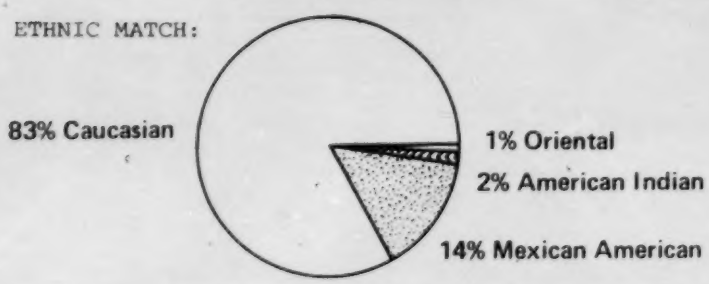
STAFF:

Full Time: 14 Part Time: 1

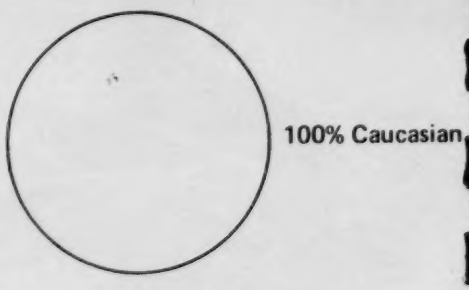
Positions: Head Start/Home Start Director, Education Coordinator, Social Services Coordinator, Nurse, Psychologist, Home Visitor (8), Social Service Aide, Secretary

Age of Staff	
Under 20	-
21 - 30	7
31 - 40	2
41 - 50	5
51 +	1

ETHNIC MATCH:



Focal Child



Staff

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[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	74
Total Focal Parents[1]	79
Female Focal Parents	74
Male Focal Parents	5

Age of Focal Parents	
Under 20 Years	2
21 - 30	53
31 - 40	21
41 - 50	3
51 +	0

Employment

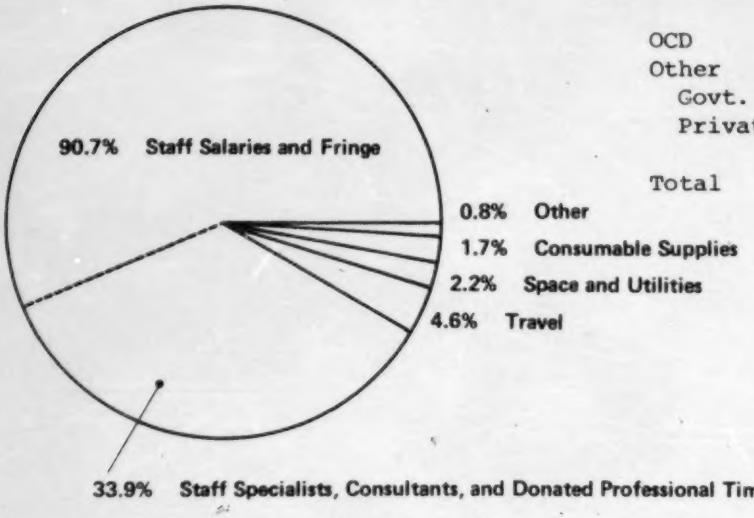
Families with one or more parents employed: 68%

Regular Work: 62% Part Time Work: 3% Seasonal Work: 3%

Annual Family Income

Non-Farm		Farm	
5%	Under $2,000	--	
41%	$2,001 - $4,000	--	
38%	$4,001 - $6,000	1%	
11%	$6,001 - $8,000	--	
--	$8,001 - $10,000	--	
1%	$10,000 - $12,000	--	3% unknown

RESOURCE USE[2]


90.7% Staff Salaries and Fringe
0.8% Other
1.7% Consumable Supplies
2.2% Space and Utilities
4.6% Travel
33.9% Staff Specialists, Consultants, and Donated Professional Time

Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$66,075	(76%)
Other		
Govt. Agency	17,489	(20%)
Private	3,492	(4%)
Total	$87,056	(100%)

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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

UTAH HOME START

THE McLAREN FAMILY

Marsha McLaren, in her own words, was "not really enthusiastic" about joining Home Start when Family Educator Jo Davis came to call. Depressed and lonely, she'd come back to Logan from Idaho, where her husband had walked out on her. An infant son had died, leaving her with three-year-old twin girls, Kathy and Ann, and she was expecting another baby soon. Home was her stepmother's place, a house in the country bursting with relatives and foster children.

"When I first went to visit," Jo Davis recalls, "she was just very, very shy, and she talks about that now--'Remember when you first came and I wouldn't say a word?' She did say she was wondering if she shouldn't give her children to the welfare people. She felt like she was not a good mother, that she didn't have the ability to teach them, that she just couldn't cope with them. Since I didn't see the girls that first day, I didn't realize just how far behind they were, in every way." At three, the twins could barely toddle and their speech could be understood only by their mother. With no TV and a broken stereo, Marsha had simply put them in a playpen and let them entertain themselves. Says Jo, "She said no one ever told her you have to teach your children how to talk. She just felt like when they got old enough to talk, they'd talk."

Jo immediately began teaching the girls the names of simple household objects, and when they began to respond, Marsha was elated. She began working with them herself, and for extra help, Home Start got her into a speech class at Utah State University where she could take her daughters along. At the same time, Jo had to start virtually from scratch with the twins' physical development. "We did the Denver Developmental test, and they couldn't do the jumping, hopping, skipping; they could just walk." Jo and Marsha got down on the floor with the youngsters and rolled, crawled,

and then encouraged them to take larger and larger steps, until they were jumping. "Today," says Jo, "they're still behind in their verbalization, but their motor development is much improved."

When her stepmother collapsed under the burden of running a large household, it was time for a change. "I didn't want Marsha to move because she thought I wanted her to move; I wanted it to be her decision," Jo remembers. At home, her stepmother had done all the cleaning and cooking in return for rent, but Marsha had no privacy, little personal freedom, and was simply falling into a rut. She did decide to leave, and rented a nice apartment in town. A purchase order from the bishop's office in her diocese enabled her to set up housekeeping, and that initial step has led to a host of changes in her life, changes which have allowed her to grow and develop the confidence she needed.

Home Start paid her tuition for driving lessons, and the program's Social Services staff let her drive them around for practice. Says Jo, "After she got her license, she said it opened up a whole new world; she was just thrilled about it." Marsha kept working with her girls, and also with the family's newest member, a baby boy. She began to get out, to socialize, and she became Vice Chairman of Home Start's parent committee, helping with many of the program's projects.

"She's had counseling with a psychologist on a weekly basis, and we enrolled her children in Head Start because they needed the socialization, but we continued to work with them," Jo comments. Although several Home Start staff have helped the McLaren family, Jo Davis has been there from the beginning, as a listener, advisor, a source of encouragement and support.

In a heartwarming letter to Director Sheri Noble, Marsha talks about her own feelings: "I gained so much from your programs--confidence, friendships, a great family relationship, a sense of belonging, new hobbies and interests, new values and insights, a love for people, and a desire to help other people in need. . .I love everyone here at the Millville Center and owe so very much to all of you. There are many kids and parents who have been helped by your program. . . but there will never be any more grateful

than my kids and me. I just pray there will still be a Home Start and Head Start when my one-year-old is of age."

THE UTAH PROGRAM

Set in the spectacular mountain countryside of northeastern Utah, this Home Start program must deal not only with tortuous roads and paralyzing snowfalls, but also with the strong negativism of the Mormon community toward poverty and the acceptance of welfare assistance. While Utah Home Start has worked hard to convince its families that there is nothing shameful in seeking help, staff also encourage families to learn how to cope for themselves.

Sponsored by the Northern Utah Community Action Program, Head Start and Home Start are operated jointly under Director Sheri Noble. Although it was funded in the spring of 1972, later than many programs, Utah Home Start was able to draw on the goodwill and expertise established by Head Start, and the program quickly got underway. Based in Millville, Home Start serves three counties: two Family Educators (or Home Visitors) are located in Rich County, three in Cache, and three in Box Elder. Some 75 families with a total of 82 focal children are currently enrolled in the program.

Home Start shares key staff with Head Start, including Social Services Coordinator Pearl Thomas; Nutritionist/Trainer Karen Runner; and Health Coordinator Helen Olsen. The Head Start/Home Start psychologist is also on call, and Home Start's own Education Coordinator, Marilyn Long, came on board in January as part-time staff.

In Rich County, the program has acquired a kindergarten classroom where children can have group sessions twice a month, and in Box Elder, the program helped organize a consumer education program for the general public and Home Start parents. In Cache County, parents meet in workshop sessions every Friday: they select topics to be covered, ranging from bed-wetting to budgeting to use of supplemental foods. After considerable resistance from the medical community, the program has helped win the cooperation of several physicians and specialists for a screening and

immunization clinic for both Head and Home Start children. This clinic will save considerable time wasted in individual office appointments.

Another problem Utah Home Start addressed was the development of a comprehensive yearly work plan which showed just what the program was accomplishing in each of its components. With motivation from Betsy Ann Harvey of Home Start's national office, Family Educators and staff specialists sat down to devise goals and a coordinated developmental plan for the year. The task seemed overwhelming at first, but by breaking the problem into smaller, more manageable pieces, the plan came together. As Sheri Noble explains, each activity is related to other program areas: "In November, in the health area, we'll be emphasizing dental health with parents and children. To go along with this, in the area of nutrition, we'll be talking about fruits, vegetables, and nutritious snacks, and how good nutrition relates to dental health. In education, in addition to some cognitive and large-muscle development, we'll talk about grocery stores and dentists' offices, and perhaps plan some field trips to these places. For parent involvement, we'll have a lecturer or workshop with a dentist coming in to talk with parents about dental health. The month before, in October, the staff will have received in-service training to get them all geared up to present dental health."

Now that the program has a concrete work plan, staff realize they must also develop a specific curriculum to back it up. Although this will also require time and hard thinking, Sheri feels it can be accomplished. "We have a consultant coming in at the end of this week, and I think with her help we'll be able to get started, perhaps by breaking it down like we did with the work plan." Sheri also wants to provide units for the special needs of individual families--a mini-curriculum of information on prenatal and infant nutrition, infant stimulation, problems of older children, and other relevant topics. Sheri would also like to be able to evaluate the gains parents make in her program. She's now talking with staff at Utah State University's Exceptional Child Center who are developing such testing materials and have offered to share them with Home Start.

A continuing problem has been the isolation of the two Rich County Family Educators. Some of the problem is simply the geographic barrier of the mountains between Millville and Rich County, and Sheri can't solve that. But the program has tried to visit these women more often and has attempted to make training sessions at headquarters more relevant to their needs. "We've really made an effort to use the time well," Sheri notes. "They've been coming down once or twice a month at least, and we've been going there more often."

Sheri is proud of the amount of parent involvement Home Start has generated, and points out that parent support has helped the program too, by making the community more aware of the needs of children and low-income families. Parent support for their program was recently demonstrated when county officials proclaimed "Head Start/Home Start Week" during which Head Start/ Home Start parents raised enough money for a 16 mm projector and screen. "One thing we want to emphasize," Sheri Noble asserts, "is that we're very, very much aware of the program being parent-oriented. When I talk about things for parents and children, I very much know that the program is to go to parents, and that parents are the main implementers. I feel good about our understanding of this concept."

PROJECT HOME START

Parkersburg, West Virginia

Case Study

Spring, 1974

139

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IN BRIEF

Parkersburg, West Virginia
Spring, 1974

PROGRAM: Rural, Serving 10 counties

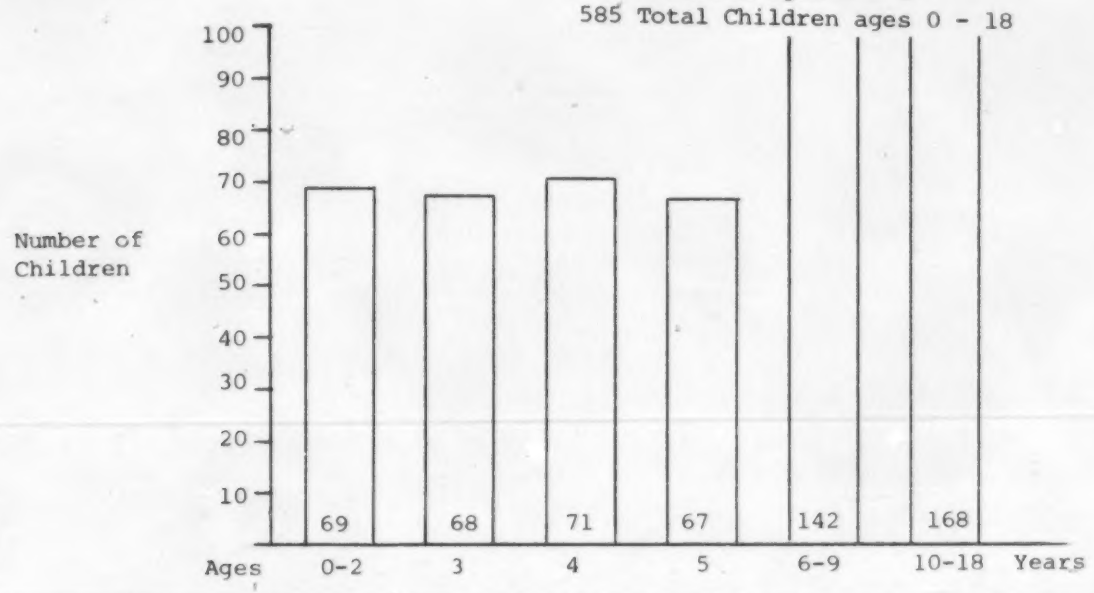
START UP: February 1971

SPONSOR: West Central West Virginia Community Action Association

HOURS: Monday through Friday
8:30 a.m. - 5:00 p.m.
Staff on-call evenings and weekends

ENROLLMENT: 135 Families[1]

CHILDREN: 206 Focal Children[2] ages 3 - 5
275 Children ages 0 - 5
585 Total Children ages 0 - 18



STAFF:

Full Time: 14

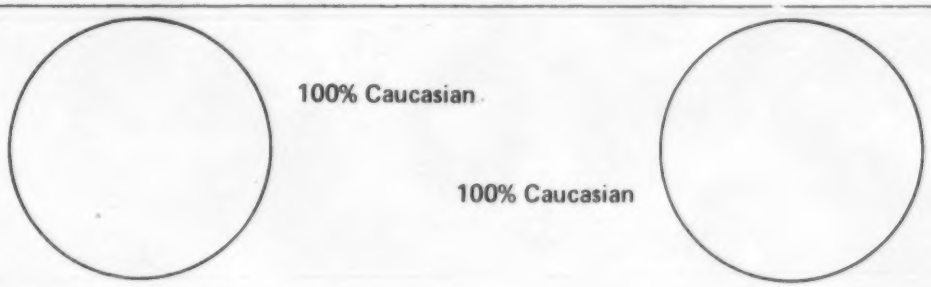
Positions: Coordinator, Assistant Coordinator, Health Coordinator, Home Visitor (18)*

* Seven Home Visitors not paid by Home Start

Age of Staff:

Under 20	-
21 - 30	3
31 - 40	5
41 - 50	2
51 +	1

ETHNIC MATCH:



[1] Data reported in this In Brief are based upon the Home Start Information System covering the reporting period April 1 - June 30, 1974.

[2] The Focal Children in each family are those between the ages of 3 through 5 and are the focus, along with the Focal Parent, of home visit activities. Some or all children of this age may be identified as Focal Children, depending upon the interpretation of the program.

FAMILIES

Families Enrolled	135
Total Focal Parents[1]	152
Female Focal Parents	130
Male Focal Parents	22

Age of Focal Parents	
Under 20 Years	1
21 - 30	72
31 - 40	55
41 - 50	20
51 +	4

Employment

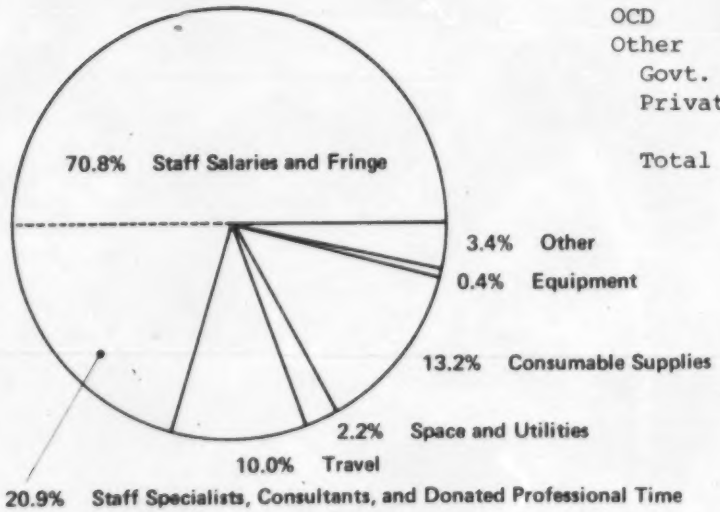
Families with one or more parents employed: 67%

Regular Work: 42% Part Time Work: 19% Seasonal Work: 6%

Annual Family Income

Non-Farm		Farm
20%	Under $2,000	--
59%	$2,001 - $4,000	--
20%	$4,001 - $6,000	--
1%	$6,001 - $8,000	--
--	$8,001 - $10,000	--

RESOURCE USE[2]



Source of Resources:
October 1, 1973 - May 31, 1974[3]

OCD	$86,111	(78%)
Other		
Govt. Agency	7,207	(6%)
Private	17,745	(16%)
Total	$111,063	(100%)

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[1] The Focal Parent in each family is the one who, along with the Focal Child, is the focus of the home visit activities.

[2] Represents expenditures of OCD funds plus value of resources obtained from community contributions.

[3] To maintain consistency with other volumes of this report, the resource information presented here pertains to the period October 1, 1973 to May 31, 1974. Resources cited include both OCD dollar expenditures and all in-kind donations by public and private sources.

WEST VIRGINIA HOME START

THE LESTER FAMILY

Very few people venture deep into the hollow in Doddridge County where the Lesters live. That was evident the first time Home Visitor Eloise Howes arrived to recruit the family in August, 1973. When the children saw her approaching, they screamed and huddled together, rocking in terror. Grandma Lester, toothless and barefoot, was terrified that Eloise had come from the welfare office to take the children away. After much explanation and reassurance, Eloise was allowed into "the big house" where Grandma and Grandpa live with their unmarried son, Dwayne, and their two oldest grandchildren, Lillie (seven) and Marcie (six).

The five-room frame house had become too much for Grandma, in her 80's, to keep up with. There was no indoor plumbing, and she could no longer raise the bailer on the outside well. Roaches crawled everywhere, among splotches of grease and grime, chicken droppings, old food, and even human waste. Out back, in similar conditions, live five more granddaughters and their parents, Lonnie and Cheryl, in a one-room structure called "the little house." Grandpa Lester's railroad pension helps support all these people, plus another married son and daughter-in-law farther down the hollow. Lonnie works now and again on a sanitation truck; Dwayne works on and off as a handyman.

"It was just desolate," recalls Eloise, "bare, dark, and dirty. First, we had to get rid of the roaches -- you couldn't sit down otherwise. Painting and cleaning seemed to come natural then." Eloise and a social work student pitched in to help. They scattered boric acid powder to kill the roaches, found pieces of used linoleum for the floors and screen doors to keep the flies and chickens out. Eloise priced electric pumps, hot water heaters, pipes and fittings for a water system, and Dwayne helped install and then paid for these items. Last month, the Home Visitor helped the family get an FHA loan of $1200 for a bathroom, and because

Dwayne is still very wary of strangers, she went along when he purchased the fixtures. Through the local Community Action and Home Start programs, Eloise also got a sewing machine and glasses for Grandma Lester. "Now Grandma can wash the house -- and the kids," she reports. "She can't read or hear too well, but she takes part as much as she can."

All the children have speech problems and are almost unintelligible to people outside the family. Lillie is fairly pretty, as are her sisters, but her face is usually covered with the snuff she uses. Marcie seems the brightest, but all have extremely short attention spans and are given to tantrums and animal-like behavior. One smaller child shows signs of retardation, and another may be a dwarf.

Educational progress is, not surprisingly, very slow. "All I've tried to do with them is fine motor activities -- pasting, cutting, etc.," Eloise says. First must come basic socialization, and that takes a great deal of time. Grandma Lester and Dwayne are now open to suggestions and willing to try to help themselves. "We didn't have nothing before she came," Grandma says of Eloise, "and we'll be very sad when she leaves." The girls' parents are still very hesitant and mistrustful, but the children are happy to see Eloise now, crowding around for kisses and attention.

Doris Hyatt, the social work student who helped Eloise, sums up: "The primary success story here involves the Home Visitor's almost saint-like patience and persistence in helping introduce some degree of sanitation into an environment where there was absolutely none before. Her next achievement has been in the area of socialization, both of grandparents, parents, and children. Of late, signs of progress include: 1) the fact that she has gotten approval to have physical exams for all seven kids; 2) the children's acceptance of -- and even happiness to see -- the Home Visitor when she comes; 3) the fact that now the Home Visitor can even bring strangers into the house; and 4) the exemplary fact that Grandma, Dwayne, and the six older children all attended the Home Start picnic this past week."

THE WEST VIRGINIA PROGRAM

Home Start in West Virginia serves some of the most remote and neediest families in the region, since it reaches households too isolated to be served by Head Start's Rural Transportation System. Administered through the West Central West Virginia Community Action Association, this program has an unusual set-up: headquarters are in Parkersburg, but Home Visitors work under the auspices of Community Action delegate agencies in the nine counties they serve. They report not only to Coordinator Susie Bradley, but also to the Directors of their local CAA agencies, who administer Manpower, Rural Arts and Crafts, and other community projects.

Forerunner of Home Start in this region was Preschool-at-Home, developed and operated by West Central's Office of Planning, Program Support, Research and Development, and funded by OEO. When OEO's future looked uncertain, Preschool-at-Home applied to become a Home Start program, and began operating under new guidelines in March 1972. At that time, the program served 10 counties with 22 Home Visitors, but funding cutbacks at delegate agencies meant the loss of four Visitors, and Home Start has been curtailed in one county where a day-care project is now operating. Currently, Home Start serves 135 families with 206 focal children, although these figures will increase with fall enrollment. Eighteen Visitors are stationed in nine counties -- Calhoun, Doddridge, Gilmer, Jackson, Pleasants, Ritchie, Roane, Tyler, and Wood.

Coordinator Susie Bradley has been with Home Start since it began, as has Assistant Coordinator Helen Hupp. Health Coordinator Dorothy Morrison, R.N., has been on board two years now, and all three are energetic, dedicated women. Transient help comes from the University of West Virginia's School of Social Work, which sends work-experience students for four-month stints. The program has had no staff turnover in the past six months.

Parent participation has grown steadily, thanks to hard work on the part of Home Start staff. The program printed and distributed parent manuals explaining Home Start, how it functions, what its aims are, and how funds are spent. A monthly newsletter keeps parents abreast of meeting dates

and plans. Visitors once each month round up and transport parents in personal cars or rented Rural Transportation System buses to a central location for parent committee meetings. Children come along too, and get a chance to learn to be with each other in a separate but supervised setting. "The Home Visitors," Susie says, "were really pushed by us to push their parents into giving it a try. Once they tried it, they liked it, generally speaking." Socialization is just as important for parents as for their isolated children: parents who get out, meet each other, and learn they're part of a community can also learn what that community has to offer them, and the whole family benefits. Home Start staff find their parents increasingly verbal and increasingly interested in raising funds for field trips, picnics and dinners.

Parents have been using the educational supplies the program buys or develops and are reportedly highly enthusiastic about Home Start's medical program, which is providing physical and dental examinations for all children. Very few kids had ever been to a doctor, and none had seen a dentist. For staff, increased training has meant more sharing of ideas and better planning for home visits. Staff have also been visiting other child-care programs, bringing back new solutions and awareness.

Getting Home Visitors to complete all the required paperwork is still a problem. "The really super Home Visitors have such busy, busy days on their referral days -- generally they'll have two or three families to work with on that day -- and they're so tired at the end of the day they don't write anything down," Susie reports. While the problem may never be completely solved, staff meetings in December clarified requirements, and Susie feels staff are now "doing pretty well with it."

Susie would like to see more opportunities for parents to get together, and some way to get food for her truly needy families. Both require more funding. She's also empathic about the need for medical help for parents above and beyond the examinations Home Start can offer. "I'm talking about large medical problems, hospitalization, problems that cause a family just simply to be wrecked. Those are problems that overshadow everything. If you are very unhealthy and you have thousands and thousands of dollars in medical

bills and you don't understand there are ways to keep those people from hounding you and you're afraid, then you can't work with Johnny. You're not emotionally equipped to handle him, handle his problems and help him work things out because you can't even work with yourself. And you're not eating right, which is only making the health situation deteriorate more. And it's probably creating, if there's a male in the household, an unbearable situation. That makes those families not produce. I can get people examined and I can tell Mrs. Jones she's got to have her gall bladder operated on -- she's already been told it'll burst and kill her, or whatever -- but I can't pay that bill."

Susie and her staff know the double-bind syndrome of grinding poverty and isolation. More than most programs, they find themselves having to deal with basic human needs before they can effectively address the educational needs of children and their parents.